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ABSTRACT

Designed for integration into existing school curriculum, this is the second in a series of five career education curriculum kits for teachers of grades 4-8. Each kit pertains to one of five specified career education program goals. The goal for this curriculum kit is, "The student will acquire knowledge about the world of work." For this goal, three course goals are listed accompanied by suggested performance indicators. Twenty-seven appropriate classroom activities are detailed and the following information is included for each one: activity goal; grade level; skills required to perform the activity; number of students for which the activity was designed; time needed to do the activity; materials needed; and procedure. Also included is a cross index by goals and activities and a six-page implementation handbook. (These five kits are part of a series of ten career education kits; the other five kits cover the same five career education goals for grades K-3.) (JJ)

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ED154124

CAREER AWARENESS/ EXPLORATION CURRICULUM KIT

GRADES 4-8

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SPECIALIZATION
PREPARATION
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AWARENESS

IT'S THE PUPIL OF THE EYE THROUGH WHICH WE SEE

CE 014 956

The Career Awareness/Exploration Curriculum Kit was developed under the direction of the Career Development Team of the Oregon Department of Education.

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The Career Awareness/Exploration Curriculum Kits (Grades 4-8) are the result of the generous and professional efforts of many persons.

The curriculum materials were developed by selected educators from various school districts within the State in conjunction with the Oregon Department of Education. The members of the writing team were:

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PILOT TESTING

Several school districts were included in the field testing of the Curriculum Kits, involving approximately 2100 students in Grades 4-8. The participating teachers were:

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Beverly Hobbs	Whitford Junior High
Sharon Hosford	Vose Elementary
Arlene Norman	Raleigh Park Elementary
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Chris Hesterman	Canby Junior High
Daryl Jacobson	Canby Junior High
Claudia Kroese	Canby Junior High
Jim Leary	Canby Junior High
	Coquille School District:
Vic Bresko	Washington Elementary
Chuck Calley	Lincoln Elementary
Walt Campbell	Coquille Valley Middle School
Archie Flood	Jefferson Elementary
Bob Greene	Fairview Elementary
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Lynn Kindred	Lincoln Elementary
Jim Partridge	Lincoln Elementary
Eunice Pemberton	Washington Elementary
Evelyn Smith	Lincoln Elementary
Abbie Sullivan	Jefferson Elementary
Carl Wilson	Coquille Valley Middle School
	David Douglas School District:
David Maze	Earl Boyles Elementary
Ed McMahon	Lincoln Park Elementary
	Grants Pass School District:
Kermit McLamore	South Junior High
Evelyn Moore	South Junior High
Del Nusbaum	Highland Elementary
Dorothy Orey	Lincoln Elementary
Jim Skibby	Washington Elementary
Judy Surroz	Allen Dale Elementary
Darwin Wolber	Riverside Elementary

	Gresham School District:
Mary Ramsey	Powell Valley Elementary
	Junction City School District:
Dave Bullock	Central Elementary
Kathryn Compton	Central Elementary
LaVanne Dimmick	Central Elementary
Marilyn Lejk	Central Elementary
John Loffer	Laurel Elementary
Pat Moreman	Central Elementary
Jean Phifer	Laurel Elementary
	Oregon City School District:
Marna Parman	Mt. Pleasant Elementary
Laurie Peterson	Mt. Pleasant Elementary
Katy Sauber	Mt. Pleasant Elementary
	Parkrose School District:
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Mike Burkick	Thompson Elementary
Dwain Estes	Sacramento Elementary
Sharon Garr	Shaver Elementary
Lil Hosman	Russell Elementary
Joe Inglesby	Prescott Elementary
Kathy Laird	Heights Junior High
Marcella Othus	Fremont Junior High
	Reynolds School District:
Steve Battles	Rockwood Intermediate School
Mary Johnson	Glenfair Elementary
	Salem School District:
Harry Berkheimer	Lake Labish Elementary
Joanne Borsberry	Salem Heights Elementary
Diane Butler	Salem Heights Elementary
Sybl McLeod	McKinley Elementary
Mrs. D. Ramsdell	McKinley Elementary
Janeen Heater (Student Teacher)	McKinley Elementary
	Springfield School District:
Dave Carman	Moffitt Elementary
Ann Cully	Yolanda Elementary
Layton Fletcher	Yolanda Elementary
Chris Johnson	Springfield Junior High
Gail Keffer	Brattain Elementary
Gary Kessler	Brattain Elementary
Steve Morelock	Yolanda Elementary
Tom Roberts	Springfield Junior High
Doris Sherk	Yolanda Elementary

Wasco County:

Madelyn Alexander	Chenowith Middle School
Rick Cantrell	Dufur Elementary
Barbara Caviness	Maupin Elementary
Phil Erickson	Chenowith Middle School
Lorraine Gabel	Tygh Valley Elementary
Steve Hansen	Tygh Valley Elementary
Dick Kessler	Chenowith Elementary
Leona Magill	Chenowith Middle School
Chris Markland	Petersburg Elementary
Geraldine Morelli	Maupin Elementary
Dale Skiles	Wamic Elementary
Dorothy Specht	Chenowith Middle School
Judith Surroz	Chenowith Middle School
Faye Whitesell	Chenowith Middle School
Roberta Wilson	Mosier Elementary
Vincent Zanobelli	Petersburg Elementary

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Don Williams	Canby School District
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IMPLEMENTATION HANDBOOK

CAREER AWARENESS/ EXPLORATION CURRICULUM KIT

GRADES 4-8

SPECIALIZATION
PREPARATION
EXPLORATION
AWARENESS

IT'S THE PUPIL OF THE EYE THROUGH WHICH WE SEE

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FOREWORD

CAREER EDUCATION THE OREGON WAY

--is one of the dynamic forces in Oregon's schools.

--is for all students and includes all occupations.

--enriches the total curriculum.

--helps students identify the relationship between their school experiences and what they need to meet the challenges of life.

--is the delivery system which helps students develop the competencies needed to function in the producer life role.

--happens most effectively when basic career concepts are used throughout the entire school program.

--is the result of school and community cooperation in providing learning experiences for students.

--is based on student needs which lead to long-range planning, local community and citizen involvement.

--provides students with the necessary skills and self-confidence which will enable them to cope with their life roles.

Career education is an integral part of the total educational program. Each person functions in several roles in his or her lifetime. Career education focuses on the producer role, providing career awareness, exploration, preparation, specialization and support for the other life roles.

CAREER AWARENESS promotes learning about careers and the changing world of work, kindergarten through adulthood. Students are encouraged to recognize the relationship of the producer life role to the life roles of family, citizen, individual, learner and consumer. Through career awareness, students will:

Gain knowledge of many occupational careers available.

Develop awareness of self in relation to occupational areas.

Develop wholesome attitudes toward work and society.

Learn to respect and appreciate workers in all fields.

Make some tentative choices of career clusters to explore during middle school years.

CAREER EXPLORATION can begin as early as 4th grade, is emphasized in grades 7-10, and continues through adulthood. Career exploration encourages students to explore the world of work through the experience of activities related to specific careers. Through career exploration, students will:

Determine interests, abilities and aptitudes.

Explore and try some of the key occupational areas.

Become familiar with occupational career "clusters"* or "families" of occupations.

Develop an awareness of the processes involved in decision-making.

Make meaningful decisions.

By the end of the 10th grade, make a tentative career choice and a plan for further study.

*A "cluster" is a group of occupations that have similar skills and knowledge.

PROJECT OVERVIEW

Many school districts throughout the State of Oregon have expressed the need for goal-based Career Awareness materials that can be incorporated into the teachers' present instructional program. The 4-8 Career Awareness/ Exploration Curriculum Kit is designed to meet that need.

The Kit is based on five program goals. Each goal can be mastered by the use of course goals, performance indicators, instructional goals, and classroom activities.

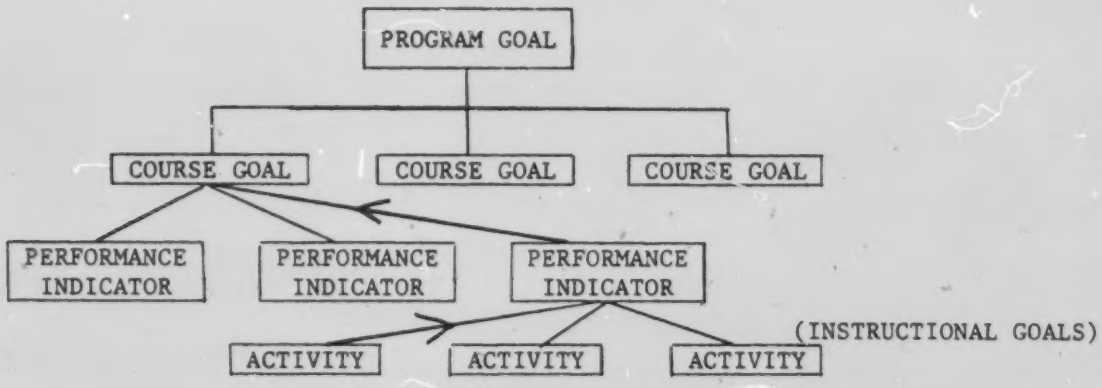
The curriculum materials were developed by a team of six writers from throughout the State during the summer of 1976.

Field testing of the materials was begun in October, 1975, and concluded June 1, 1976. Eighty-five teachers selected from twenty field testing sites around the State participated, involving 2100 students in grades 4-8.

From the results of the field testing, the team worked on revising the Kit. The reprinting and marketing of the product will commence in October, 1976.

UNDERSTANDING A GOAL-BASED CURRICULUM

The following diagram will help to explain the organization of a goal-based curriculum:



A. One activity meets one course goal.

B. One activity from each course goal would meet a program goal.

PROGRAM GOALS are curricular goals which are generally considered to be similar to the overall objectives for a curriculum area. The goals are the minimum expectations for a curriculum area.

COURSE GOALS are goals established within a curricular area to cover a specific subject matter. The Career Education course goals can be considered to be the basic competencies or outcomes required for career development.

THE PERFORMANCE INDICATORS are measurable and are to be met by the student in the completion of a given activity. The performance indicator is written to

indicate to the teacher the expected level of outcome from the materials presented in the classroom situation. The instructional goal is the actual activity in which the student participates in order to accomplish the performance level indicated by the performance indicator or determined by the instructor.

The entire system is a hierarchy by which the teacher can assess through actual classroom activities the final outcome of their efforts.

Within this package, the teacher may select a single activity and, by the completion of this activity, the teacher and the student will be able to meet the expectations of a performance indicator and course goal. It will, however, be necessary for the teacher to present a minimum of one activity from each course goal in order to meet the minimum expectations of the program goal.

Awareness/Exploratory Curriculum Kit

Index

Developed by:

Career Awareness/Exploration
Writing Team

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*All Cross Referenced Checklists (One for each program goal) are included in each kit for the teachers' convenience in previewing the material.

**All Program Goals are included in each kit for the teachers' convenience in previewing the material.

CAREER AWARENESS/EXPLORATION CURRICULUM KIT (Grades 4-8)
CROSS REFERENCE SKILLS
CHECKLIST

Program Goal # 1 Student will identify and develop attitudes about the world of work.

Activity Number	Title	Grade Level	Math	Health	Science	Phys. Ed.	Language Arts	Social Studies	Guidance	Music	Art	Other
1.1.1.1	Worker Classification	4-5	X	X	X	X	X	X	X	X	X	
1.1.1.2	Data - People - Things	6-8	X	X	X	X	X	X	X	X	X	
1.1.1.3	Inquiry	4-8	X	X	X	X	X	X	X	X	X	
1.1.2.1	Needs Bingo	4-6						X				
1.1.2.2	Family Needs & Workers	6-8						X				
1.1.2.3	Community Needs	7-8		X			X	X				H.Ec
1.1.3.1	"Who Needs It?"	4-6	*	*	*	*	X	X	*	*	*	*Adaptable
1.1.3.2	Occupations Fulfill Societal Needs	6-8						X				
1.1.3.3.	Productive Work and Needs	7-8	*	*	*	*	*	X	*	*	*	"
1.2.1.1	Why People Work	4-5					X	X				
1.2.1.2	Parent Interviews	4-6					X	X			X	
1.2.1.3	Worker Interviews	6-8	X				X	X				
1.2.2.1	Observing Worker Attitudes	4-5					X		X			
1.2.2.2	Role-Playing Task Attitudes	4-6					X		X			
1.2.2.3	Working Conditions Survey	6-8					X		X			
1.2.3.1	Rank Order School Responsibilities	4-8					X					
1.2.3.2	Rating Work Habits	4-5					X		X			
1.2.3.3	Evaluating Personal Work Attitudes	4-8					X		X			
1.3.1.1	Job Card Relay	4-6					X	X				
1.3.1.2	Computer Question/Answer Activity	4-6					X					
1.3.1.3	Economic "Disaster" Project	6-8	X				X	X			X	Economics
1.3.2.1	Leisure Time Activity	4-6					X	X			X	
1.3.2.2	Colonizing A New Planet	4-8					X	X			X	
1.3.2.3	Shipwreck Activity	4-8					X	X				
1.3.3.1	Helping Hands	4-6						X				
1.3.3.2	Tracing A Product	4-6						X				Economics
1.3.3.3	Building A Community	4-8						X				Economics

CAREER AWARENESS/EXPLORATION CURRICULUM KIT (Grades 4-8)
CROSS REFERENCE SKILLS
CHECKLIST

Program Goal # 2 Students will acquire knowledge about the world of work.

Activity Number	Title	Grade Level	Math	Health	Science	Phys. Ed.	Language Arts	Social Studies	Guidance	Music	Art	Other
2.1.1.1	Providing Goods & Services for Teachers	4-8	X	*	*	*	*	X	*	*	X	*Adaptable
2.1.1.2	Producing a Marketable Product	4-8	X	*	*	*	*	X	*	*	X	"
2.1.1.3	Production, Consumption, Distribution Spelling Bee	7-8						X				
2.1.2.1	School Occupational Survey	4-6	*	*	*	*	*	X	*	*	*	"
2.1.2.2	Occupational Role Playing	4-6	X	X	X	X	X	X	X	X	X	
2.1.2.3	Observational Work Experience	7-8	X	X	X	X	X	X	X	X	X	
2.1.3.1	Active Participation in Economic Roles	4-5						X			X	
2.1.3.2	Economic Roles and the Identification of Workers	6-8		X	X			X				
2.1.3.3.	Marshmallow-Pick Production Game	7-8	*	*	*	*	*	X	*	*	*	*Adapt H.Ed.
2.2.1.1	Life Roles	4-6						X				
2.2.1.2	Personal Pie Graph	4-8	X					X				
2.2.1.3	Life Role Coat-of-Arms	4-8							X		X	
2.2.2.1	Effect of Business Closure	4-5						X	X			Economics
2.2.2.2	Supply and Demand Game	5-8	X					X				"
2.2.2.3	Wheat Market Game	6-8	X					X				"
2.2.3.1	Working Women	4-8	X					X				"
2.2.3.2	Discrimination Activity	4-8					X	X	X			
2.2.3.3	Youth and the Economy	6-8					X					"
2.3.1.1	Student Jobs in Schools	4-6						X				"
2.3.1.2	Field Trip: Work Observation	6-8					X	X				"
2.3.1.3	Community Training Sources	7-8						X				"
2.3.2.1	Job Training Interview	4-8					X	X				
2.3.2.2	Job Market Explanation	6-8					X	X				
2.3.2.3	High School Course Planning	7-8							X			
2.3.3.1	Job Pictures	4					X					
2.3.3.2	Equal Employment for Men & Women	4-6					X		X			
2.3.3.3	Job Qualifications	7-8					X					

CAREER AWARENESS/EXPLORATION CURRICULUM KIT (Grades 4-8)
CROSS REFERENCE SKILLS
CHECKLIST

Program Goal # 3 Students will identify their individuality and continue to develop a relationship with occupational roles.

Activity Number	Title	Grade Level	Math	Health	Science	Phys. Ed.	Language Arts	Social Studies	Guidance	Music	Art	Other
3. 1.1.1	Identifying Worker Characteristics	4-6					X	X	X		X	
3. 1.1.2	Rank Ordering Student Characteristics	4-8	X	X	X	X	X	X	X	X	X	
3. 1.1.3	Value Situations	4-8	X	X	X	X	X	X	X	X	X	
3. 1.2.1	Personal Characteristics	4-6	X	X	X	X	X	X	X	X	X	
3. 1.2.2	Job Characteristics & Values	6-7			X			X	X			
3. 1.2.3	Personal Journal	6-8					X		X			
3. 1.3.1	Personal Characteristics Pantomine	4-6		X			X	X	X			
3. 1.3.2	"Self" Collage	4-8					X	X	X		X	
3. 1.3.3.	Personal Values & Characteristics of Life Styles	7-8						X	X			Consmr Ed.
3. 2.1.1	Butterfly Construction	4-5					X				X	
3. 2.1.2	Worker Absenteeism	4-6					X					
3. 2.1.3	Effects of Absenteeism	7-8					X					
3. 2.2.1	Classroom City Government Organization	4-6					X	X				
3. 2.2.2	Interview Characteristics	6-8					X					
3. 2.2.3	Resource Speaker Interview	7-8					X					
3. 2.3.1	Holiday Assembly Line	4-6					X				X	
3. 2.3.2	Calendar Assembly Line	4-6									X	
3. 2.3.3	Discussing Repetitive and Non-repetitive Jobs	7-8					X					
3. 3.1.1	Job Skills & School Subjects	4-6	X	X	X	X	X	X	X	X	X	
3. 3.1.2	Ranking Jobs	6-8					X		X			
3. 3.1.3	Matching School Subjects With Jobs	6-8	X	X	X	X	X	X	X	X	X	
3. 3.2.1	Identifying Current Job Skills						X				X	
3. 3.2.2	Skill Demonstration	4-8				X						Industrial Ar
3. 3.2.3	Occupational Research & / Challenge Activity	6-8					X					
3. 3.3.1	Could This Be You?	4-6					X				X	
3. 3.3.2	Occupational Mobile	4-6					X				X	
3. 3.3.3	Creative Writing Activity	4-8					X					

CAREER AWARENESS/EXPLORATION CURRICULUM KIT (Grades 4-8)
CROSS REFERENCE SKILLS
CHECKLIST

Program Goal # 4 Students will develop skills in decision-making, communicating, and creating, as related to world of work

Activity Number	Title	Grade Level	Math	Health	Science	Phys. Ed.	Language Arts	Social Studies	Guidance	Music	Art	Other
4.1.1.1	Rank Ordering	4-8	X	X	X	X	X	X	X	X	X	
4.1.1.2	"Lost On The Moon"	5-8	X	X	X	X	X	X	X	X	X	
4.1.1.3	"Life Discovered on a Far Away Planet"	4-8	X	X	X	X	X	X	X	X	X	
4.1.2.1	"Decisions Decisions"	4-6	X	X	X	X	X	X	X	X	X	
4.1.2.2	Expert Decision-Makers	6-8	X	X	X	X	X	X	X	X	X	
4.1.2.3	Career Analysis	6-8	X	X	X	X	X	X	X	X	X	
4.1.3.1	Identifying Tasks of Skilled and Unskilled Workers	4-6					X	X				
4.1.3.2	Education and Training for Entry Level Employment	6-8	X	X	X	X	X	X	X	X	X	
4.1.3.3.	Forecasting for Employment	7-8	X	X	X	X	X	X	X	X	X	
4.2.1.1	Drawing Relay	4-8	X	X	X	X	X	X	X	X	X	
4.2.1.2	Negotiations	4-8	X	X	X	X	X	X	X	X	X	
4.2.1.3	"5 Square"	4-8	X	X	X	X	X	X	X	X	X	
4.2.2.1	"Happy Face"	4-6	X	X	X	X	X	X	X	X	X	
4.2.2.2	Communications Riddles	6-8	X	X	X	X	X	X	X	X	X	
4.2.2.3	Problems, Concerns & Conflicts in Communication	4-8	X	X	X	X	X	X	X	X	X	
4.2.3.1	Communications Collage	4-6	X	X	X	X	X	X	X	X	X	
4.2.3.2	Observation & Communication	4-8					X					
4.2.3.3	Observing Communications of People at Work	6-8					X	X				
4.3.1.1	Occupations Bulletin Board	4-6					X	X				
4.3.1.2	Dramatizing Work Decisions	6-8	*	*	*	*	X	X	*	*	*	*Adaptable
4.3.1.3	Gaining Information from Speakers	6-8	X	X	X	X	X	X	X	X	X	
4.3.2.1	Role-Playing Value Conflicts	4-8	X	X	X	X	X	X	X	X	X	
4.3.2.2	"Win As Much As You Can"	6-8	X	X	X	X	X	X	X	X	X	
4.3.2.3	"The Choice Is Yours"	7-8	X	X	X	X	X	X	X	X	X	
4.3.3.1	Class Assignment: Decision-Making	4-8	X	X	X	X	X	X	X	X	X	
4.3.3.2	Career Decisions & Training	7-8	X	X	X	X	X	X	X	X	X	
4.3.3.3	Career Decision Forecasts	8					X	X				

CAREER AWARENESS/EXPLORATION CURRICULUM KIT (Grades 4-8)
CROSS REFERENCE SKILLS
CHECKLIST

Program Goal # 4

Activity Number	Title	Grade Level	Math	Health	Science	Phys. Ed.	Language Arts	Social Studies	Guidance	Music	Art	Other
4.4.1.1	Creativity in Occupations	4-8	X	X	X	X	X	X	X	X	X	
4.4.1.2	Creativity in Community Occupations	6-8						X				
4.4.1.3	Identifying Creative Activities	6-8	X	X	X	X	X	X	X	X	X	
4.4.2.1	Creating in Clay	4-5						X			X	
4.4.2.2	Creativity in School Work	4-6	X	X	X	X	X	X	X	X	X	
4.4.2.3	Creativity in Group Work	4-8	X	X	X	X	X	X	X	X	X	
4.4.3.1	"An Interested Person in an Interesting Person"	4-8	X	X	X	X	X	X	X	X	X	
4.4.3.2	Individual Creative Expression	6-8	X								X	H.Ec.
4.4.3.3.	Creative Collages	4-8	X	X	X	X	X	X	X	X	X	

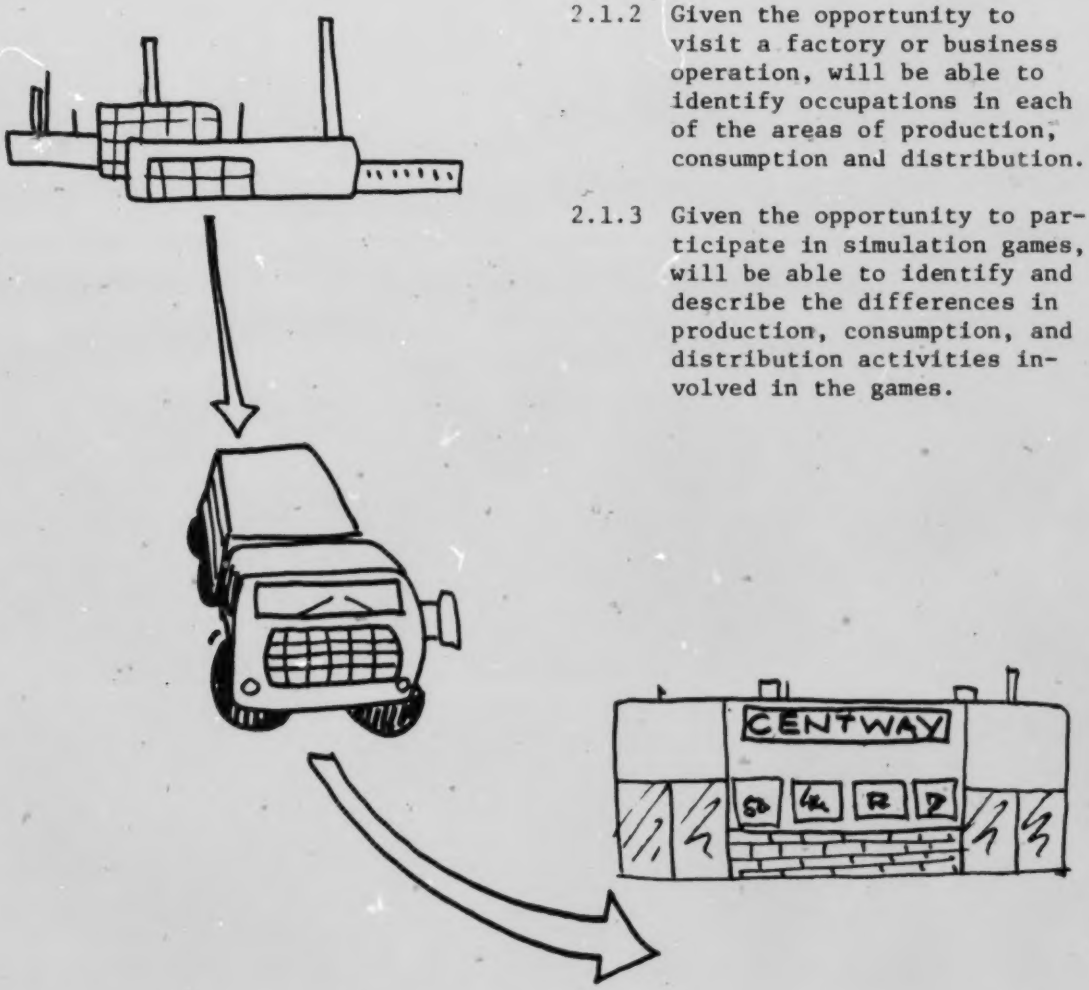
CAREER AWARENESS/EXPLORATION CURRICULUM KIT (Grades 4-8)
CROSS REFERENCE SKILLS
CHECKLIST

Program Goal # 5 Students will develop physical and mental skills related to occupational roles

Activity Number	Title	Grade Level	Math	Health	Science	Phys. Ed.	Language Arts	Social Studies	Guidance	Music	Art	Other
5.1.1.1	Interviewing for Classroom Jobs	4-6	X	X	X	X	X	X	X	X	X	
5.1.1.2	Choosing & Learning Tasks	4-8	X	X	X	X	X	X	X	X	X	
5.1.1.3	Occupational Task Relay	6-8	X	X	X	X	X	X	X	X	X	
5.1.2.1	4-Square	4-6		X		X		X				
5.1.2.2	Teamwork	4-6				X						Drama
5.1.2.3	Activities for Occupational Skills	6-8		X		X		X				
5.1.3.1	Relating Job Skills & Hobbies	4-6				X	X	X				
5.1.3.2	Handicapped	4-8	X	X	X	X	X	X	X	X	X	
5.1.3.3.	Planning for Job Skills	7-8		X				X				
5.2.1.1	Boat Building	4-5	X	X	X	X	X	X	X	X	X	
5.2.1.2	Identifying & Describing Tools	4-6					X	X				
5.2.1.3	Tool Rummy	4-8						X				
5.2.2.1	Identifying Worker Skills	4-8	X	X	X	X	X	X	X	X	X	
5.2.2.2	Occupational Tic Tac Toe	5-6	X	X	X	X	X	X	X	X	X	
5.2.2.3	"I Am A Tool"	4-8	X	X	X	X	X	X	X	X	X	
5.2.3.1	Tool Collage	4-6	X	X	X	X	X	X	X	X	X	
5.2.3.2	Game Board Challenge	4-8	X	X	X	X	X	X	X	X	X	
5.2.3.3	Tools & Human Activities	4-8						X				
5.3.1.1	Job Skills & School Subjects	4-5	X	X	X	X	X	X	X	X	X	
5.3.1.2	Job Skills Baseball	6-8	X	X	X	X	X	X	X	X	X	
5.3.1.3	Math Files	7-8	X									
5.3.2.1	Hearing, Seeing, Drawing	4-8	X	X	X	X	X	X	X	X	X	
5.3.2.2	Tele-Trainer Interviews	6-8					X	X	X			
5.3.2.3	Sell Your Home	6-8					X	X				
5.3.3.1	Home Jobs	4-6					X		X			
5.3.3.2	Simulated Interview	6-8					X					
5.3.3.3	Help Wanted Ads	7-8					X					

Program Goal 2. Students will acquire knowledge about the world of work.

COURSE GOAL	SUGGESTED PERFORMANCE INDICATORS
The Student:	The Student:
2.1 Will know the difference between <u>production</u>, <u>distribution</u>, <u>and</u> <u>consumption</u>.	2.1.1 Given the opportunity to participate in a classroom project, will be able to identify the roles of the producer, distributor, and consumer.
	2.1.2 Given the opportunity to visit a factory or business operation, will be able to identify occupations in each of the areas of production, consumption and distribution.
	2.1.3 Given the opportunity to participate in simulation games, will be able to identify and describe the differences in production, consumption, and distribution activities involved in the games.



Program Goal 2

THE STUDENT WILL ACQUIRE KNOWLEDGE ABOUT THE WORLD OF WORK.

Course Goal 2.1

The student will know the difference between production, distribution, and consumption.

Suggested Performance Indicator 2.1.1

Given the opportunity to participate in a classroom project, the student will be able to identify the roles of the producer, distributor and consumer.

Description of Activities

1. Providing Goods and Services for Teachers. (4-8)
   A classroom project organized and implemented by the students to provide goods and services to teachers during the holiday season. Emphasis of the activity is to identify the roles of producer, consumer and distributor.

2. Producing a Marketable Product. (4-8)
   By actively participating in the production of a marketable product, the student develops a knowledge of the roles of producer, consumer and distributor.

3. Production, Consumption, Distribution-Spelling Bee. (7-8)
   A spelling bee type of activity in the identification of occupations and major economic roles of producer, consumer and distributor.

P. I. No. 2.1.1

Title: PROVIDING GOODS AND SERVICES FOR TEACHERS

Activity 1

Suggested Instructional Goal:

After participating in a project providing goods and services, the student--through a class discussion--will be able to identify his own work role in relation to producer, distributor and consumer.

Grade Level:

4-8

Subject Matter Area:

Math, Social Studies, Art

Time:

Approximately five 45-minute class periods.

Number of Students:

Total class

Materials:

A. Materials will vary depending upon task or projects to be completed.

B. Survey form and contract (see example)

Procedures:

1. The class will discuss production capabilities (goods and services), during an appropriate time, in relation to providing products and services to classrooms in the school.

2. The students will survey the needs of the teachers and contract goods and services to be provided by the students (amounts, time of completion, product description, etc.). (See survey sheet and contract agreement sheet).

3. The class will discuss contractual agreements and assign work roles.

4. The class will collect materials for completion of contracts.

5. The class will fulfill the contracts.

6. The class will discuss and identify work roles of students in relation to producer, distributor and consumer.

Note: Holidays or special events may be used to give impetus to the activity.

Source: Loretta Ness
Duane Altig

P.I. 2.1.1 ACTIVITY #1

(SAMPLE)

SURVEY FORM

TEACHER-ROOM #	DESCRIPTION OF TASK	TYPES OF MATERIALS DESIRED BY TEACHER

P.I. 2.1.1 ACTIVITY #1

(SAMPLE)

CONTRACT - AGREEMENT

WE THE STUDENTS OF _____ AGREE TO PROVIDE _____ WITH THE FOLLOWING (Description of Task) _____
(Name of Teacher etc.)

_____

_____

_____

_____

_____

Using the following specially requested materials: _____

_____

_____

WE ALSO AGREE TO COMPLETE THE TASK BY THE FOLLOWING DATE AND TIME:

_____ _____
(Time) (Date)

Signed: _____ (Teacher's Name)

Signed: _____ (Responsible Student)

P.I. No. 2.1.1

Title: PRODUCING A MARKETABLE PRODUCT

Activity 2

Suggested Instructional Goal:

Given the opportunity to take part in an actual production task, the student will be able to answer (a teacher determined number of) questions related to the production task and the roles of consumer, producer and distributor.

Grade Level:

4-8

Subject Matter Area:

Math, Social Studies, Art
Adaptable to other areas

Time:

time: 2 45-minute class periods.
Prod. Time: 4 to 5 45-min. periods.

Number of Students:

Total class

Materials:

A. Market Survey Form (see example)

B. Suggested follow-up questions (see example)

C. Materials necessary for production will be determined by the group and item or items to be produced.

Procedures:

1. The class will discuss their production capabilities and items for possible production (in class).
2. The class will survey other students to determine possible markets for their products. (See survey sheet)
3. In relation to their survey the class will limit the items to be produced.
4. The class will determine where, when, how, finances, obtaining resources, advertising, etc.
5. The class will identify and assign work roles.
6. The class will collect materials to produce their product.
7. The class will advertise their product.
8. The class will produce the product and distribute the product to the consumer.
9. The class will complete a discussion identifying the roles of producer, distributor and consumer (see discussion questions).

* Careful preplanning with other staff members may prove helpful in making the project run more smoothly.

Source: Duane Altig
Loretta Ness

(SAMPLE)

MARKET SURVEY FORM

Questions to ask:

1. Would you be willing to buy _____

2. What price range would you consider to be the most favorable to you (highest - lowest)?

3. What quantity would you be willing to purchase (least - most)?

Item Name	Willing to Buy			Price Range		Quantity	
	Yes	No	?	Highest	Least	Most	Least

(SAMPLE)

STUDENT QUESTIONS

1. Identify by name the students who were producers, consumers, and distributors in relation to their work roles.

2. Are people limited to a single role of consumer, producer, or distributor? (Could a consumer also be a producer?)

3. Would it be possible to eliminate one of the roles of consumer, producer, or distributor? Explain your answer.

4. What different economic problems do producers, consumers and distributors have?

5. Identify the roles of consumer, distributor and producer played by your parents. Give examples and explain.

P. I. No. 2.1.1

Title: PRODUCTION, CONSUMPTION, DISTRIBUTION - SPELLING BEE

Activity 3

Suggested Instructional Goal:

Given an opportunity to participate in the producer, consumer, distributor activity (PCD-BEE), the student will be able to identify (a teacher determined number of) occupations and their major economic roles.

Grade Level:

7-8

Subject Matter Area:

Social Studies

Time:

Approximately three 45-minute class periods.

Number of Students:

Total class

Materials:

6 occupational characteristics form (see following page for occupational form).

Procedures:

1. Each student will identify two occupations of their choice and complete the occupational characteristics form. (See activity packet for occupational characteristics form.).
2. Divide the class into two equal teams.
3. The class will participate in the producer, distributor and consumer activity. (See the following pages for activity (PCD-BEE) rules.)

Source: Duane Altig

P.I. 2.1.1 ACTIVITY #3

(SAMPLE)

OCCUPATIONAL CHARACTERISTICS FORM

TITLE OF WORKER _____

MAJOR OCCUPATIONAL ACTIVITY (CHECK ONE ONLY)

☐ Consumer ☐ Producer ☐ Distributor

OCCUPATION CHARACTERISTICS LIST

List six characteristics common to the people in this occupation. You may list such things as tools, work environment, clothing, etc. However, you must list a minimum of (2) two actual work tasks performed in this occupation (the statements should be in sentence form because of PCD activity.)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

P. I. No. 2.1.1

Title: PRODUCTION, CONSUMPTION, DISTRIBUTION - SPELLING BEE

Activity 3

Procedures Continued:

1. Divide the class into two equal teams (like a spelling bee activity).

2. Place students in single rows on either side of the room.

3. Beginning with the first student on each team the teacher will begin reading from the occupational characteristics lists submitted by the students.

4. The teacher reads one statement at a time alternating from team member to team member, i.e. statement no. 1 is read to team one, statement no. 2 is read to team two, statement no. 3 is read to team one, etc. continuing until one team identifies the occupation and major economic role (consumer, producer, distributor).

5. The student who identifies the occupation will have 10 seconds in which to respond with the occupations major economic role (consumer, producer, distributor).

6. In the event the student does not correctly identify both the occupation and the major economic role of that occupation, the opposing team member has the following options: A - He may agree to the occupation but change the economic role B - He may change the identification of the occupation and agree with the major economic role C - He may ask for another statement and then identify both the occupation and the major economic role. In any option he has only 10 seconds in which to respond.

7. The student who successfuly identifies both the occupation and its major economic role (consumer, producer, distributor) will remain standing. The opposing student will be seated. If neither student is successful after all six statements both students will be seated.

8. The teacher will read a new list of statements to the next students in line (repeat steps 4 through 7).
(The game is played in the same manner as a spelling bee).

9. The team which identifies the next occupation and economic role is allowed to regain one of its members who was unsuccessful in a previous round of the game.

10. Continue the game, for a length of time determined by the teacher.

11. The team with the greater number of members remaining standing wins the game.

Program Goal 2

THE STUDENT WILL ACQUIRE KNOWLEDGE ABOUT THE WORLD OF WORK.

Course Goal 2.1

The student will know the difference between production, distribution and consumption.

Suggested Performance Indicator 2.1.2

Given the opportunity to visit a factory or business operation, the student will be able to identify occupations in each of the areas of production, consumption, and distribution.

Description of Activities

1. School Occupational Survey (4-6)
   A student survey activity of the occupations involved in the operation of the school and the identification of occupational tasks and major economic roles of consumer, producer and distributor.

2. Occupational Role Playing (4-6)
   In this activity students will observe other students role playing occupational tasks and then identify the occupations and the major economic roles of producer, consumer, and distributor for each of the occupations observed.

3. Observational Work Experience (7-8)
   This work experience activity allows the student, through observations, to identify the economic roles (production, consumption and distribution) of workers on the job.

P. I. No. 2.1.2

Title: SCHOOL OCCUPATIONAL SURVEY

Activity 1

Suggested Instructional Goal:

Given an opportunity to survey occupations associated with the operation of the school, student will be able to list two occupations for each of the major economic roles of consumer, producer, distributor.

Grade Level:

4-6

Subject Matter Area:

Social Studies,
Adaptable to other areas

Time:

Approximately three 45-minute class periods.

Number of Students:

Total class

Materials:

A. Survey lists (See example)

Procedures:

1. The students will complete an activity in defining the major economic roles of producer, distributor and consumer. (See activities in Performance Indicator 2.1.1)

2. The students, in groups of three, will survey the school, listing all occupations associated with the operation of the school.

3. The students will complete the survey sheet by listing two major tasks performed by the worker in the occupations listed on the survey sheet.

4. As a total group the students will categorize the occupations from their survey sheet in relation to the major economic roles of producer, consumer, distributor. (Teacher may wish to use a visual aid visible to all students.)

5. Each student will list 2 occupations for each of the major economic roles.

Source: Loretta Ness
Duane Altig

(SAMPLE)

OCCUPATIONS SURVEY

OCCUPATION (TITLE)	TASK PERFORMED	ECONOMIC ROLE
1		
2		
3		
4		
5		
6		

P.I. No. 2.1.2

Title: OCCUPATIONAL ROLE PLAYING

Activity 2

Suggested Instructional Goal:

Given the opportunity to observe, students depict various occupational tasks by role playing, etc., the student will be able to participate as a member of a group identifying the occupations and the major economic roles (producer, consumer, distributor) for these occupations.*

Grade Level:

4-6

Subject Matter Area:

All areas

Time:

Approximately five 45-minute class periods

Number of Students:

Total class

Materials:

Research sheets for each student, (See example)

Procedures:

1. Each student will select and research an occupation of their choice. (See occupation research sheet)

2. Each student will depict the task performed by workers in the selected occupation by a method determined by the student. (Role playing, pantomimes, tools, uniforms, etc.)

3. The members of the class will identify the type of occupation and the major economic role (consumer, producer, distributor) of the occupation by observing the presentation by individual students.

4. The teacher may wish to display visually the categorization, by major economic roles, of occupations depicted by students.

* If students are not familiar with major economic roles, the teacher may wish to have the class complete an activity from Performance Indicator 2.1.1.

Source: Loretta Ness
Duane Altig

P.I. 2.1.2 ACTIVITY #2

(SAMPLE)

OCCUPATION RESEARCH FORM

NAME OF OCCUPATION _____

(Give Job Title or Other Identification Information)

MAJOR ECONOMIC ROLE: ☐ Producer

☐ Consumer

☐ Distributor

DESCRIPTION OF THE OCCUPATION TASKS PERFORMED BY WORKERS IN THIS OCCUPATION: _____

_____

_____

OCCUPATION RESEARCH:

TASKS PERFORMED	TOOLS, EQUIP., ETC.	OTHER INFORMATION
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.

P.I. No. 2.1.2

Title: OBSERVATIONAL WORK EXPERIENCE

Activity 3

Suggested Instructional Goal:

Given the opportunity to participate in an observational work experience, the student will be able to identify at least two occupations in each of the major economic roles of consumer, producer and distributor related to the activities observed at the work site.*

Grade Level:

7-8

Subject Matter Area:

Adaptable to most areas

Time:

Time will vary (see procedure)

Number of Students:

Total class or individual student

Materials:

Report form (see form)

Procedures:

1. Each student will obtain permission to complete an observational work experience.
2. Each student will complete a work experience report form.
3. Each student will describe, in writing, the major task performed by workers observed during the work experience.
4. Each student will list at least two occupations by title for the major economic roles (consumer, producer, distributor) of workers observed during the work experience (to be included with step #3).

* In the event the students are not familiar with the major economic roles of producer, consumer, distributor, the teacher may wish to complete an activity from Performance Indicator 2.1.1.

Source: Duane Altig

P.I. 2.1.2 ACTIVITY #3

(SAMPLE)

WORK REPORT FORM

1. Date of work experience observation _____

2. Name of employer and/or business, etc. _____

3. Describe the worksite, give details as place, work conditions, environment, equipment, machinery, etc. _____

_____

_____

_____

4. List the occupations observed and describe the major task performed by workers in the occupations observed:

Occupations	Tasks Performed

5. What is the economic function of the business, etc. where the work experience took place. _____

_____

_____

_____

_____

_____

Program Goal 2

THE STUDENT WILL ACQUIRE KNOWLEDGE ABOUT THE WORLD OF WORK.

Course Goal 2.1

The student will know the difference between production, distribution and consumption.

Suggested Performance Indicator 2.1.3

Given the opportunity to participate in simulation games, the student will be able to identify and describe the differences in production, consumption and distribution activities involved in the game.

Description of Activities

1. Active Participation in Economic Roles (4-5)
   An activity designed to involve the students in the production of a product, its distribution and consumption, and to be able to identify and compare these economic activities.

2. Economic Roles and the Identification of Workers (6-8)
   An activity providing an opportunity for students to construct a bulletin board display depicting the processes of producing bread for consumers, identifying major economic roles of workers and comparing the activities which identify production, consumption and distribution.

3. Marshmallow-Pick Production Game (7-8)
   An activity involving the entire class in an on-hands simulation of production, distribution and consumption processes. The marshmallow-pick production simulation game.

P. I. No. 2.1.3

Title: ACTIVE PARTICIPATION IN ECONOMIC ROLES

Activity 1

Suggested Instructional Goal:

Given an opportunity to participate in activities involving production, distribution and consumption, the student will be able to list (a teacher determined number of) differences in production, distribution and consumption.

Grade Level:
4-5

Subject Matter Area:
Social Studies, Art

Time:
Three to four 45-minute periods.

Number of Students:
Total class

Materials:
Materials will vary depending on item class chooses to produce.

Procedures:

1. The class will discuss what they would like to produce. (Gifts of candy, Christmas cards, sports pins or pendants, etc.)

2. A. The total class will gather the materials necessary for the completion of the items to be produced.

   B. The class, in a group discussion, will identify step A as a distribution function. (Nothing is produced, only delivered to production site).

3. A. The class will complete the production of the item.

   B. The class will discuss the completion of the task as a production activity. (The class has developed, created, constructed or produced an item which satisfies a need).

4. A. The class will deliver the items produced to another class, teacher, parents, etc., and identify this as distribution.

   B. The class will discuss the use of the items by others as consumption.

5. The class will identify and compare the economic roles of producer, consumer and distributor in the activities.

Source: Duane Altig
Loretta Ness

P.I. No. 2.1.3

Title: ECONOMIC ROLES AND THE IDENTIFICATION OF WORKERS

Activity 2

Suggested Instructional Goal:

Given an opportunity to construct and observe a bulletin board display depicting the economic process of producing bread for consumers, the student will be able to complete an economic roles identification sheet listing at least 2 workers in each area of production, consumption and distribution as well as list (on an observation sheet) and discuss the differences in the activities listed for production, consumption and distribution.

Grade Level:

6-8

Subject Matter Area:

Health, Science, Social Studies

Time:

Approximately Nine 45 minute periods

Number of Students:

Total class

Materials:

A. Student copies of major economic roles sheets (See example).

B. Student copies of observations sheet (see example)

C. A number of magazines for cutting out pictures.

Procedures:

1. The class will research and list the major occupations associated with the production of bread for consumers. (See performance indicator 1.1.2, Activity 2.)

2. The class will collect pictures from magazines or make drawings to illustrate workers, tools and task associated with the production of bread for consumers.

3. Class will complete a bulletin board or display using the collected materials and drawings illustrating the process of providing bread for consumers.

4. The class will identify two major tasks performed by each worker and label them on the bulletin board or display.

5. The class will discuss production, consumption and distribution. (Teacher may wish to complete an activity from performance indicator 2.1.1 or 2.1.2.)

6. Each student will complete a major economic roles sheet identifying the workers from the bulletin board as producers, consumers, distributors.

7. The class will compare the major economic roles list and label each worker on the bulletin board or display as a producer, consumer or distributor.

P. I. No. 2.1.3

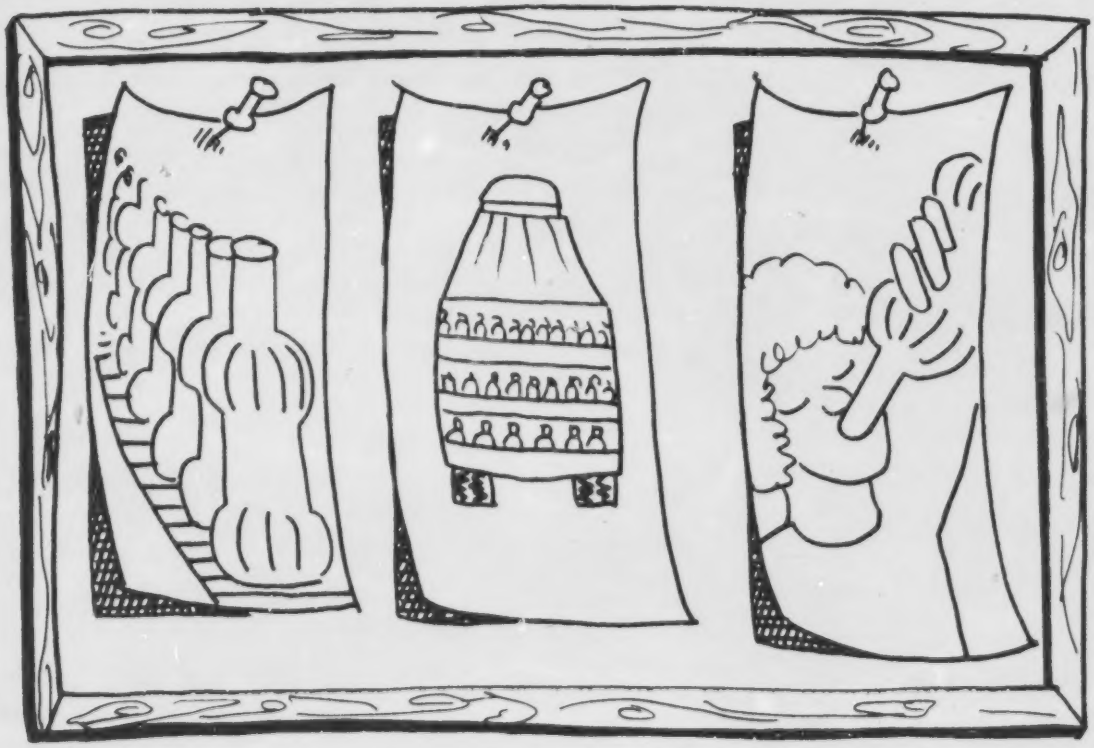
Title: ECONOMIC ROLES AND THE IDENTIFICATION OF WORKERS

Activity 2

Procedures Continued:

8. Each student will compare the production, consumption, and distribution activities observed on the bulletin board or display and record the observations on an observation sheet.

9. The class will discuss the observations noting the differences in the activities which identify distribution, consumption and production.



Source: Loretta Ness
Duane Altig

(SAMPLE)

ECONOMIC ROLES SHEET

FOR THE IDENTIFICATION OF WORKERS

AS PRODUCERS, CONSUMERS, DISTRIBUTORS

PRODUCER	DISTRIBUTOR	CONSUMER
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.

P.I. 2.1.3 ACTIVITY #2

(SAMPLE)

OBSERVATION SHEET

Distribution, Consumption, Production	How are they alike?	How are they different?
	1.	1.
	2.	2.
	3.	3.
	4.	4.
	5.	5.
	6.	6.

P.I. No. 2.1.3

Title: MARSHMALLOW-PICK

Activity 3

Suggested Instructional Goal:

Given an opportunity to participate in the marshmallow/pick production simulation game, the student will be able to list at least 10 production, distribution and consumption activities and write an analysis of the differences between the economic activities involved in the games.

Grade Level:	Subject Matter Area:	Time:
7-8	Social Studies, Home Ec. Adaptable to other areas	One or two 45 minute class periods

Number of Students:	Materials:
Total class	See materials list and room arrangement diagram.

Procedures:

1. The teacher will arrange the room and materials (see the diagram).
2. The teacher explains the Simulation Game to the students. (See game procedures and rules in the activity packet.)
3. The class will elect a general manager and a name for their company.
4. The class will identify the work tasks which need to be performed. (Teacher may list these on the chalkboard.)
5. The student general manager will assign task to ALL students.
6. The class will begin production when the teacher has checked to be sure all students have a task to perform.
7. The teacher will end the simulation exercise after approximately 30 minutes of actual production.

Source: Developed by B.J. Jones
Adpated by Duane Altig

P. I. No. 2.1.3

Title: MARSHMALLOW-PICK

Activity 3

Procedures Continued:

MATERIALS LIST

ITEM	AMOUNT REQUIRED
Large cardboard box	
Egg cartons (12 small holes are punched in lid of each carton)	40
Small boxes (shoe box size is preferable)	10
Miniature marshmallows (25-30 marshmallows are marked with a colored dot)	1 or 2 pkgs.
Felt Pen (For marking marshmallows)	1
8' tube, 2" in diameter (a gutter tube could be used or 24" x 36" tag board may be rolled into collapsible sections which will extend to approx. 8 - 10 feet)	1
Dice (a gum eraser marked accordingly or a wood cube could be used)	1
Toothpicks	1 or 2 boxes
Pencils	2
Notepads	2
Whistle	1

Twine, etc, for hanging the tube from the ceiling, or some way of placing the tube with one end higher than the other.

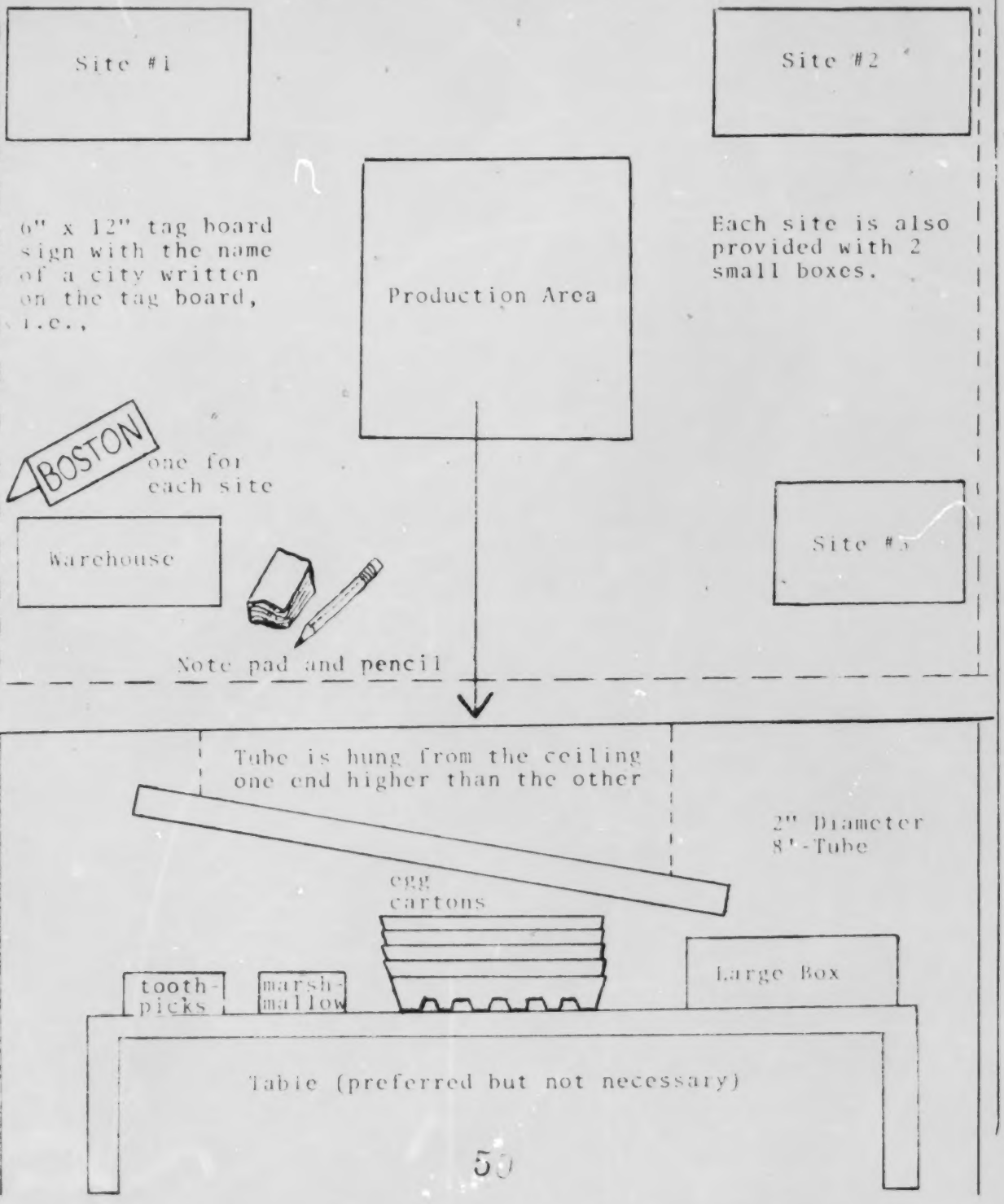
P. I. No. 2.1.3

Title: MARSHMALLOW - PICK

Activity 3

Procedures Continued:

1. Teacher identifies the activities the students will perform.


Site #1
Site #2
6" x 12" tag board sign with the name of a city written on the tag board, i.e.,
Production Area
Each site is also provided with 2 small boxes.
BOSTON
one for each site
Warehouse
Site #3
Note pad and pencil
Tube is hung from the ceiling one end higher than the other
2" Diameter 8'-Tube
egg cartons
tooth-picks
marsh-mallow
Large Box
Table (preferred but not necessary)

P. I. No. 2.1.3

Title: MARSHMALLOW-PICK

Activity 3

Procedures Continued:

SUGGESTIONS LIST FOR TEACHER

1. Types of tasks:

   Seller
   Warehouseman
   Truckdrivers (to deliver cartons to sites)
   Packagers
   Sorters
   Buyers (at each site)

2. Record chart competition between classes.

Name of Company	Number Produced	Number In Warehouse	Number Sold	Penalties	Net
General Manager	60	10	50	5	45
Total	60	- 10 (subtract from total)	50	- 5 (subt. from total)	= 45

3. When class runs out of cartons, etc.,the students may recycle the completed cartons at each city site.

4. The concept of technology may be introduced by allowing students to make any changes they wish in production and playing the game one more time.

P. I. No. 2.1.3

Title: MARSHMALLOW-PICK

Activity 3

Procedures Continued:

PRODUCTION SIMULATION GAME

(MARSHMALLOW-PICK)

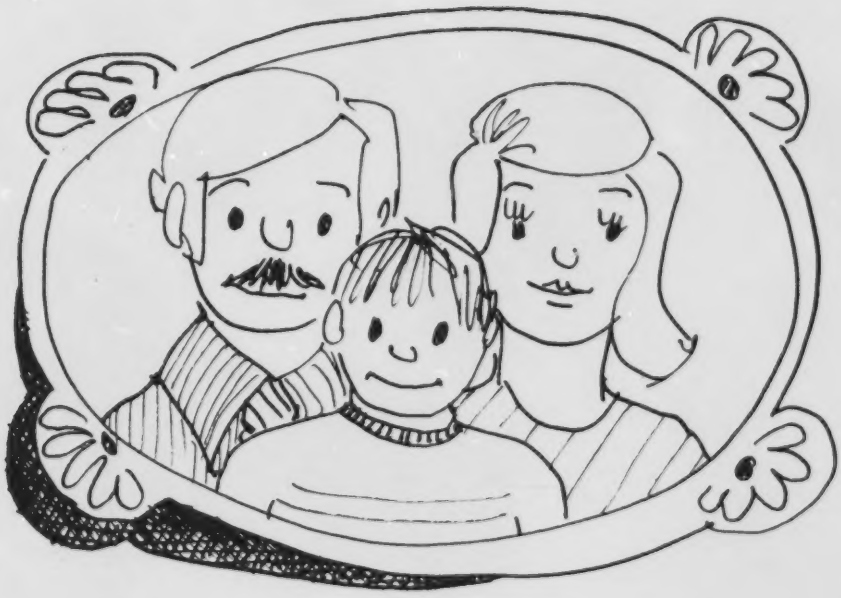
RULES

1. All students must have a job.
2. Colored marshmallows may not be included in the finished carton.
3. All cartons must contain 12 toothpicks and 12 marshmallows. (Toothpicks in holes on carton lid and marshmallows in egg receptacles in the carton.)
4. Toothpicks or marshmallows may not be dropped on the floor.

* Penalties are assessed for violations of rules - 30 second shut down.

Program Goal 2. Students will acquire knowledge about the world of work.

COURSE GOAL	SUGGESTED PERFORMANCE INDICATORS
The Student:	The Student:
2.2 Will be able to demonstrate how the world of work influences the citizen, family, individual, producer, learner and consumer life roles.	2.2.1 Given the opportunity to participate in a role playing activity, will be able to relate to the importance of work upon their life roles. 2.2.2 Given the necessary background about supply and demand, will be able to relate the impact of supply and demand on the various life roles. 2.2.3 Given the opportunity for research, will be able to appraise the roles of a variety of minority groups within the American economy.



Program Goal 2

THE STUDENT WILL ACQUIRE KNOWLEDGE ABOUT THE WORLD OF WORK.

Course Goal 2.2

The student will be able to demonstrate how the world of work influences the citizen, family, individual, producer, learner, and consumer life roles.

Suggested Performance Indicator 2.2.1

Given the opportunity to participate in a role playing activity, the student will be able to relate the importance of work upon his life roles.

Description of Activities

1. Six Life Roles (4-6)
   An activity where students identify the 6 life roles through role playing.

2. Personal Pie Graph (4-8)
   An activity where students analyze and record their typical 24 hour day, noting how a majority of their time is spent.

3. Life Roles Coat of Arms (4-8)
   A coat of arms activity in which each student draws a picture depicting each of the 6 life roles.

P. I. No. 2.2.1

Title: 6 LIFE ROLES

Activity 1

Suggested Instructional Goal:

Given an opportunity to become familiar with the six life roles, the student will be able to identify these life roles when they are depicted in a role playing technique by the teacher.

Grade Level:

4-6

Subject Matter Area:

Social Studies

Time:

One 45-minute class period.

Number of Students:

Total class

Materials:

See attached worksheet

Procedures:

1. The class will identify the six different roles. (See following page.)

2. The teacher will role play each life role and the students will identify the life role depicted. (See following page.)

P. I. No. 2.2.1

Title: 6 LIFE ROLES

Activity 1

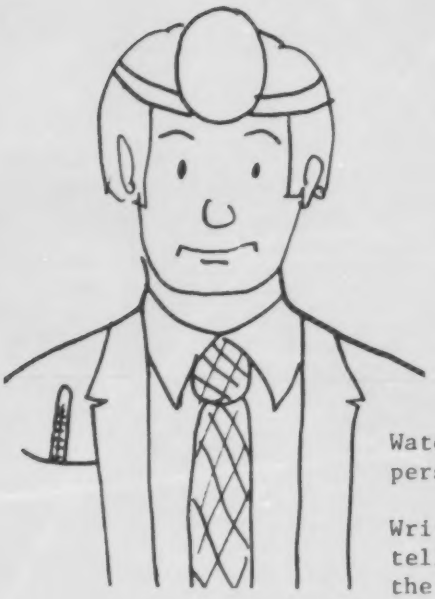
Procedures Continued:

6 LIFE ROLES	LIFE ROLE EXAMPLES	
1. Citizen	A. Citizen	- Voting
2. Family	B. Family	- Dinner Time, Recreation, Church
3. Individual	C. Individual	- Leisure (e.g., painting)
4. Producer	D. Producer	- Teacher (e.g., working)
5. Learner	E. Learner	- Newspaper, T.V. Schooling
6. Consumer	F. Consumer	- Shopping -- grocery, clothers, etc.

P.I. 2.2.1 Activity #1

NAME _____

WHAT ARE LIFE ROLES?



Each of us has six life roles:

1. Citizen
2. Family member
3. Individual
4. Producer
5. Learner
6. Consumer

Watch the teacher role play six activities which a person might do during the course of a day.

Write down what you think each activity is. Then tell which life role you think it belongs to. Use the above list to help you.

Good luck!!!

ACTIVITY	LIFE ROLE
1.	
2.	
3.	
4.	
5.	
6.	

Now, write down one activity which you do that shows your role as

1. Citizen: _____
2. Family member: _____
3. Individual: _____
4. Producer: _____
5. Consumer: _____
6. Learner: _____

Source: Kathryn Compton, Junction City

P.I. No. 2.2.1

Title: PERSONAL PIE GRAPH

Activity 2

Suggested Instructional Goal:

Given an opportunity to complete a pie graph of a single day's activities, the student will be able to complete a set of 9 category questions related to the graph.

Grade Level:

4-8

Subject Matter Area:

Social Studies, Math

Time:

Two 45-minute class periods

Number of Students:

Total class, small group or individual

Materials:

A question list for a typical 24 hour day. (See suggested list)

Procedures:

1. The teacher will draw a large circle on the chalkboard or have dittos with circles on them for students to use. The circle can be divided into four quarters, each quarter representing 6 hours. (See suggested circle.)

2. Each student will estimate the number of hours or parts of an hour they spend in the suggested categories in a typical day. (See suggested list.)

3. The student will complete the pie graph and the category questions.

Source: Adapted from Values Clarification
Sid Simon

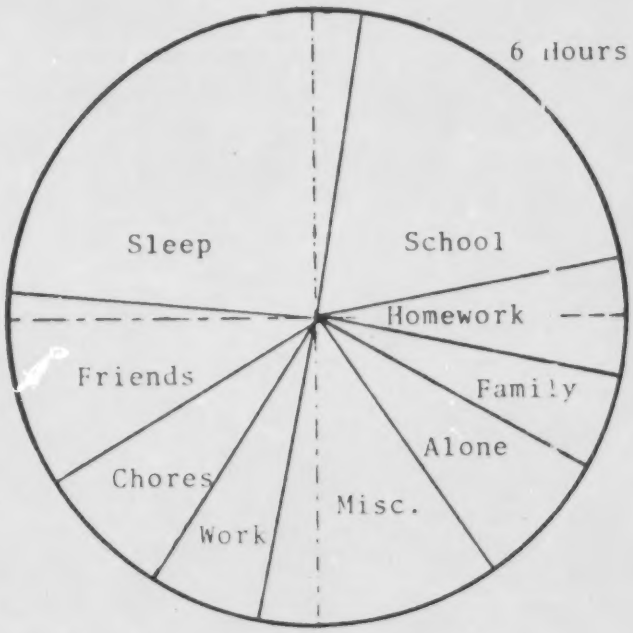
P. I. No. 2.2.1

Title: PERSONAL PIE GRAPH

Activity 2 a

Procedures Continued:

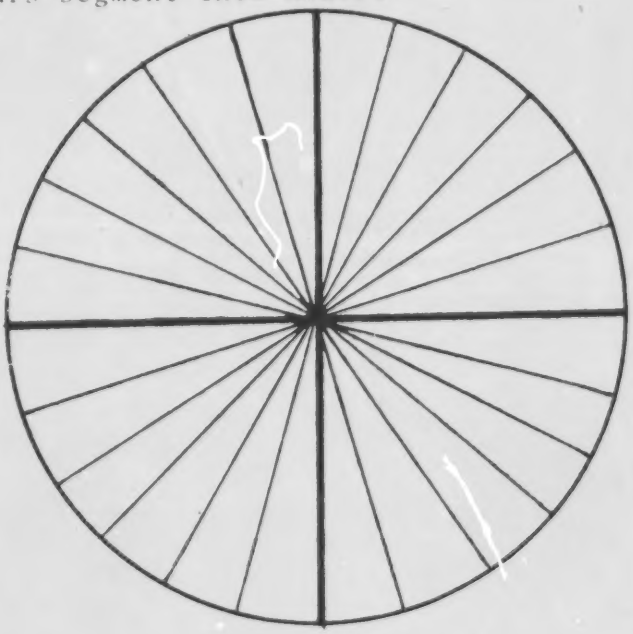
COPY OF A COMPLETE PIE



For lower grades, teacher can divide each 6 hours segment into hours.

6 Hours

6 Hours



6 Hours

6 Hours

CATEGORY QUESTIONS

Estimate how many hours or parts of an hour you spend on each of the following areas, on a typical school day.

How many hours do you spend:

1. On sleep?
2. On school?
3. At work, at a job that earns you money?
4. With friends, socializing, playing sports, etc.
5. On homework?
6. Alone, playing, reading, watching T.V.?
7. On chores around the house?
8. With family, including meal times?
9. On miscellaneous other pastimes?

This list may be dittoed and given to students.

Your estimates will not be exact, but they should add up to 24 hours.

P. I. No. 2.2.1

Title: LIFE ROLES COAT OF ARMS

Activity 3

Suggested Instructional Goal:

Given an opportunity to discuss the six major life roles, the student will be able to construct a coat of arms depicting how he visualizes himself in relation to the six life roles.

Grade Level:

4-8

Subject Matter Area:

Art, Guidance

Time:

Two 45-minute class periods.

Number of Students:

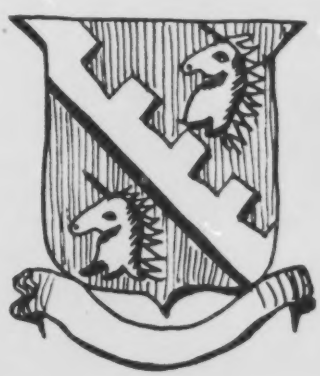
Total class or individual

Materials:

Construction paper

Procedures:

1. The teacher will discuss the life role shield and the 6 life role categories with the class.
2. On a large sheet of construction paper, each student will draw his own shield using the 6 categories. (See sample)
3. The teacher can display shields on the bulletin board.



Source: Adapted from Values Clarification
Sid Simon

Adapted by: Louis Cava
Janice Olson

P. I. No. 2.2.1

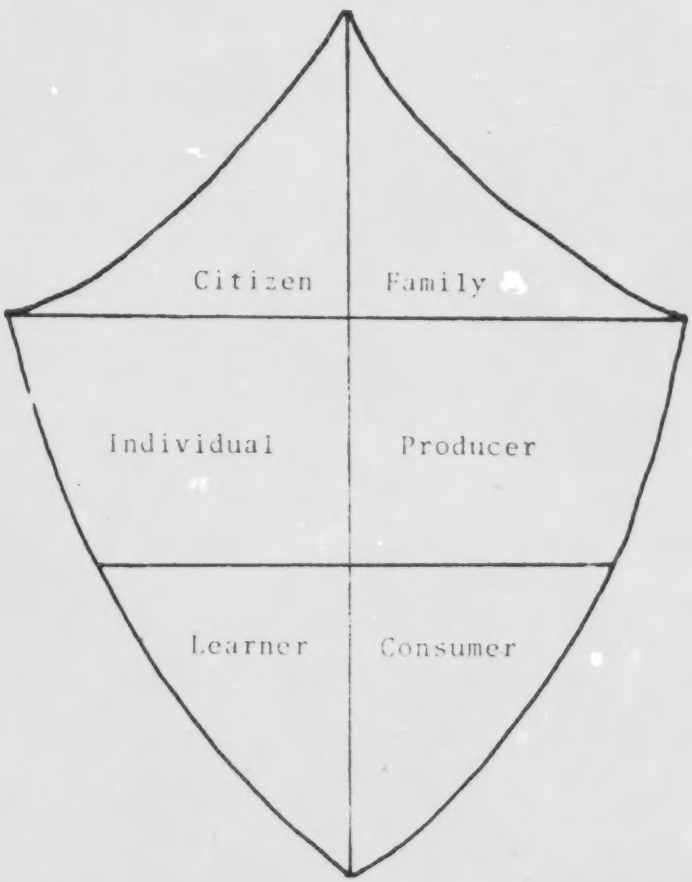
Title: LIFE ROLES COAT OF ARMS

Activity 3

Procedures Continued:

YOUR COAT OF ARMS

Without concern for artistic results, fill in the areas to make your own personal Coat of Arms.



The student will draw or cut out pictures depicting their role in each category.

Example:

1.	Citizen	-picking up litter.
2.	Family	-eating dinner
3.	Individual	-pursuing a hobby
4.	Producer	-doing chores
5.	Learner	-completing assignments
6.	Consumer	-buying clothes

Program Goal 2

STUDENTS WILL ACQUIRE KNOWLEDGE
ABOUT THE WORLD OF WORK.

Course Goal 2.2

The student will be able to demonstrate how the world of work influences the citizen, family, individual, producer, learner, and consumer life roles.

Suggested Performance Indicator 2.2.2

Given the necessary background about supply and demand, the student will be able to relate the impact of supply and demand on the various life roles.

Description of Activities

1. Affect of Business Closure (4-5)
   Discussion type activity illustrating how a business closure affects students life roles.

2. Supply and Demand Game (5-8)
   A supply and demand game using play money to show actual market conditions.

3. Wheat Market Game (6-8)
   Wheat Market game illustrating how supply and demand establishes price.

P.I. No. 2.2.2

Title: EFFECT OF BUSINESS CLOSURE

Activity 1

Suggested Instructional Goal:

Given an example of a business closure, the student will be able to participate in a class discussion which relates the effect of a business closure on his life roles.

Grade Level:

4-5

Subject Matter Area:

Social Studies, Economics, Guidance

Time:

One or two 45 minute class periods.

Number of Students:

Total class or individual

Materials:

None

Procedures:

1. Discuss the closing of an industry in the community (e.g., 200 employees unemployed).

2. Discuss what would happen if a family member was employed at the closed down industry.

   a. How would it affect the family?

   b. How would it affect the life roles of the student?

   EXAMPLES:

   Citizen - No time to participate in club activities.

   Family - Standard of family unit change.

   Individual - Cannot afford hobbies or leisure time.

   Producer - Family member unemployed — student gets part-time job.

   Learner - Impact of school's budget being voted down.

   Consumer - Not enough money to buy some goods and services.

Source: Janice Olson
Louis Cava

P.I. No. 2.2.2

Title: SUPPLY AND DEMAND GAME

Activity 2

Suggested Instructional Goal:

Given the opportunity to play the Supply and Demand game, the student will be able to use the resulting data to plot a supply and demand curve.

Grade Level:

5-8

Subject Matter Area:

Economics, Social Studies, Math

Time:

Two 45-minute class periods

Number of Students:

Total class

Materials:

20 pieces of new chalk
3 rewards (suckers, free time, etc.),
play money so that each student will have $10.00

Procedures:

1. Divide the class into 3 equal groups.
2. Hand out $10.00 in play money to each student.
3. Auction 10 new pieces of chalk to Group 1 along with 5 minutes free drawing time at the chalkboard.
4. In order to increase demand, pick at random one student from the group and reward the student with candy, more free time, etc. (Criteria for selection could be best picture, busiest picture, etc.)
5. After the 5 minutes, collect the chalk, taking out of circulation any chalk that has been broken.
6. With the remaining chalk from the original 10, the teacher will auction to Group 2. (This will increase demand and lower the supply so some students in this group will not get chalk and board time.)
7. Continue in the same way with Group 3, using only the unbroken chalk that remains. (There probably will be less supply and great demand.)
8. The second phase of this activity would start by using Group 3 first.
9. Auction the 10 pieces of new chalk as before but say that there will be no chalk time for the students. (No demand will probably occur due to lack of chalk time.)

P. I. No. 2.2.2

Title: SUPPLY AND DEMAND GAME

Activity 2

Procedures Continued:

10. Discuss at this time, the supply and demand activities just culminated. Plot the data for a supply and demand curve.

11. Suggested follow-up discussions showing students how this related to their life roles:

    a. gas shortage
    b. sugar shortage

NOTE: The activity can be simplified by first maintaining a constant supply while varying demand.

Source: Duane Altig

P. I. No. 2.2.2

Title: WHEAT MARKET GAME

Activity 3

Suggested Instructional Goal:

Given the opportunity to participate in a wheat market simulation game, the student will be able to relate in verbal or written form how supply and demand affect his life roles.

Grade Level:

6-8

Subject Matter Area:

Economics, Social Studies, Math

Time:

Two 45 minute periods

Number of Students:

Total class

Materials:

32 "Buy" cards (blue)
32 "Sell" cards (white)
32 White arm bands (paper)
2 boxes or containers to keep cards in.

Procedures:

1. Read instructions to class prior to playing game. (Enclosed)
2. Divide the class into two equal groups -- buyers and sellers.
3. Give blue cards to buyers and white cards and arm bands to sellers.
4. Display the "market transaction" information. (Enclosed)
5. Proceed as per directions.

Source: Pittsburg Public School
D.E.E.P. Project

INSTRUCTIONS

1. Students with white cards and white arm bands are sellers.

2. Students with blue cards and with no bands on their arms are buyers.

3. Each seller should have only one sell order at a time. The order will say "Sell 1,000 Bushels of Wheat for a Price Not Less Than ____ A Bushel" (and a price will be written on the order). DO NOT REVEAL INSTRUCTIONS. Try to sell your wheat at the highest price you can but never sell wheat for a price lower than the price on your sell order. You can sell at the price shown if you want. If you have sold no wheat after five minutes, get another sell order from the teacher.

4. Each Buyer should have only one buy order at a time. The order will say "Buy 1,000 Bushels of Wheat for a Price Not More Than ____ A Bushel" (and a price will be written on the order). DO NOT REVEAL YOUR INSTRUCTIONS. Try to buy your wheat at the lowest price you can, but never buy wheat for a price higher than the price on your buy order. You can buy at the price shown if you want to. If you have bought no wheat after five minutes, get another buy order from the teacher.

5. When the teacher says "START," sellers and buyers should meet and try to agree on a price for 1,000 bushels of wheat. Any buyer can talk to any seller and vice versa.

6. As soon as a buyer and seller agree on a price for 1,000 bushels of wheat, they should go to the teacher's desk and report the agreement.

7. When an agreement has been reported, the teacher will record the sale at the price made on the board. Watch the board for the prices that are being posted.

8. After a buyer and a seller have reported an agreement, they should get another buy order and another sell order and go back to the market to try to reach another agreement with other buyers and sellers, or with each other.

9. A buyer should remain a buyer throughout the game and a seller should remain a seller.

10. Both buyers and sellers should do as well as they can. Do not violate the instructions on your card.

11. All transactions should end in zero ($1.70, $1.80, $1.90, etc.)

12. You will play three rounds.

How to make cards needed for Wheat Market Game.

The 32 "Buy" cards are Blue and are worded as follows:

> Buy 1,000 Bushels of Wheat
> For not More than
>
> $ _____ A Bushel
>
> Try to get the best price you can below this price. Do Not buy any wheat above this price. If you have not bought any wheat after 5 minutes, get another buy order.

The 32 "Sell" cards are White and are worded as follows:

> Sell 1,000 Bushels of Wheat
> For Not Less Than
>
> $ _____ A Bushel
>
> Try to get the best price you can above this price. Do Not sell any wheat below this price. If you have not sold any wheat after 5 minutes, get another sell order.

P. I. No. 2.2.2

Title: WHEAT MARKET GAME

Activity 3

Procedures Continued:

BUY ORDERS

Price	Number of Cards
$2.80	4
2.60	4
2.40	4
2.20	4
2.00	4
1.80	4
1.60	2
1.40	2
1.20	2
1.00	2
TOTAL	32

SELL ORDERS

Price	Number of Cards
$2.80	0
2.60	2
2.40	2
2.20	2
2.00	2
1.80	4
1.60	4
1.40	6
1.20	6
1.00	4
TOTAL	32

Procedures Continued:

Each transaction represents 1,000 bushels of wheat.

Put this on chalkboard.

	Number of Transactions		
Prices at which Transactions Took Place	First 5-Minute Period	Second 5-Minute Period	Third 5-Minute Period
$2.80			
2.70			
2.60			
2.50			
2.40			
2.30			
2.20			
2.10			
2.00			
1.90			
1.80			
1.70			
1.60			
1.50			
1.40			
1.30			
1.20			
1.10			
1.00			

Program Goal 2

THE STUDENT WILL ACQUIRE KNOWLEDGE ABOUT THE WORLD OF WORK.

Course Goal 2.2

The student will be able to demonstrate how the world of work influences the citizen, family, individual, producer, learner, and consumer life roles.

Suggested Performance Indicator 2.2.3

Given the opportunity for research, the student will be able to appraise the roles of a variety of minority groups within the American economy.

Description of Activities

1. Working Women (4-8)
   A timeline activity showing how women's roles in the world of work are changing and how they affect the six life roles.

2. Discrimination Activity (4-8)
   An activity of reporting feelings, before and after experiencing discrimination.

3. Youth and the Economy (6-8)
   An activity dealing with the six life roles of a student and its effect on the economy during three different age spans.

P. I. No. 2.2.3

Title: WORKING WOMEN

Activity 1

Suggested Instructional Goal:

Given an opportunity to construct charts of women's work, the student will be able, through class discussion, to identify patterns of work for women.

Grade Level:

4-8

Subject Matter Area:

Math, Social Studies, Economics

Time:

Approximately three 45-minute periods.

Number of Students:

Total class or individual

Materials:

Enclosed sample timeline
Crayons
Graph paper or butcher paper
Life role list

Procedures:

1. The students draw a timeline of their lives to gain an understanding of how a timeline works. (See enclosed sample.)

2. With teacher assistance, a color code system is explained to develop a work pattern and an education pattern for female family members such as grandmothers, mothers, aunts, and sisters.

3. These work patterns are then displayed and discussed relevant to the American economy.

4. Establish that a woman's role has been altered in our culture.

5. Structure the discussion to compare timelines for each of the six life roles; e.g.:

   a. A woman who does not work and who has a high school education (home all the time).

   b. A woman who works part time as a clerk.

   c. A woman who is highly educated and works full time as a lawyer.

Source: Janice Olson
Louis Cav.

P.I. 2.2.3 ACTIVITY #1

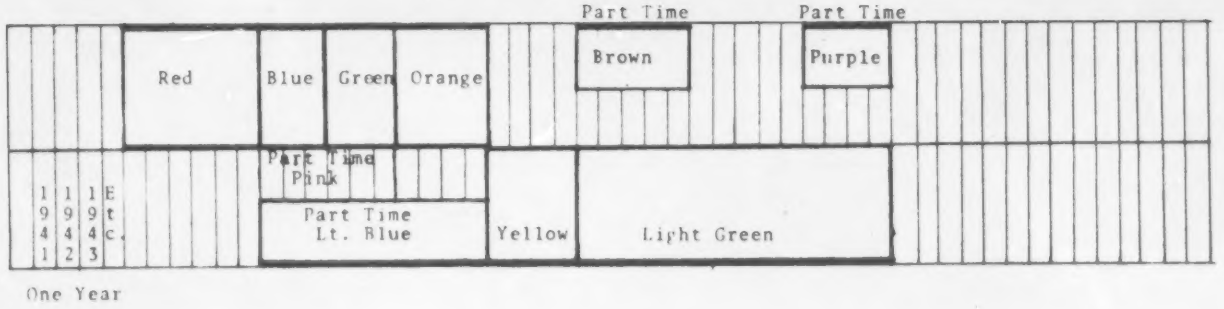
LIFE ROLE LIST

1. Citizen
2. Family
3. Individual
4. Producer
5. Learner
6. Consumer

Procedures Continued:

Education Color Code:

Red - Elementary
Blue - Jr. High
Green - Sr. High
Orange - College
Brown - Other (Trade School)
Purple - Grad School



Work Color Code:

Lt. Green - White Collar
Lt. Blue - Blue Collar
Pink - Other
Yellow - Service

P. I. No. 2.2.3

Title: DISCRIMINATION ACTIVITY

Activity 2

Suggested Instructional Goal:

After completing a pre- and post- activity dealing with discrimination based on color, the student will be able to verbally report (and discuss) the influence of the experience on his desire to work.

Grade Level:	Subject Matter Area:	Time:
4-8	Language Arts, Social Studies, Guidance	One 45-minute class period.

Number of Students:	Materials:
Total class	Two enclosed scales (Energy - Pre and Post)

Procedures:

1. Distribute enclosed "Energy Scale" to be filled out by each student. Collect scales when completed.

2. Discriminate against a particular color that will be connected to the child; e.g., eyes, hair, clothes, etc. Those that possess that particular color are segregated and told they lose a privilege (art, free time, recess, etc.).

3. Give an assignment. Those students who are discriminated against WILL DO the assignment. The others (good guys) will not have to do the assignment--they will have 20 minutes FREE TIME!

4. After 20 minutes, distribute the "Energy Scale" a second time to be filled out by all students. Collect scales.

5. Both scales are returned and a discussion held on the comparison of the ratings (Pre-Energy Scale and Post-Energy Scale) and the impact of discrimination on the six life roles.

Source: Louis Cava
Janice Olson

P.I. 2.2.3

ACTIVITY #2 (a)

Pre-Scale: Energy Shade in boxes (left to right) up to your energy level now.

MY ENERGY FOR

LOW HIGH

1 2 3 4 5

. Trying Hard IS

1 2 3 4 5

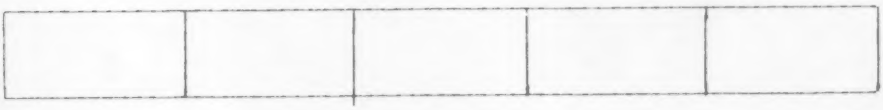
. Obeying Rules IS

. Finishing today's school assign-ments IS

1 2 3 4 5

. Partici-pation in groups IS

1 2 3 4 5



. Creativ-ity IS

1 2 3 4 5

P.I. 2.2.3 ACTIVITY #2 (b)

Post-Scale: Energy Shade in boxes (left to right) up to your energy level now.

MY ENERGY FOR

LOW HIGH

1 2 3 4 5

. Trying Hard IS

1 2 3 4 5

. Obeying Rules IS

1 2 3 4 5

. Finishing today's school assign-ments IS

1 2 3 4 5

. Partici-pation in groups IS

1 2 3 4 5

. Creativ-ity IS

P. I. No. 2.2.3

Title: YOUTH AND THE ECONOMY

Activity 3

Suggested Instructional Goal:

Given the opportunity to participate in an activity dealing with youth minority groups, the student will be able to, through writing, describe how his life roles have an affect on the economy during three different age spans.

Grade Level:

6-8

Subject Matter Area:

Language Arts, Economics

Time:

One or two 45-minute periods.

Number of Students:

Total class

Materials:

Three suggested report outline forms (see examples)

Procedures:

1. The teacher writes the six life roles on chalkboard: citizen, family, individual, producer, learner, and consumer.

2. The students write a sentence or two (or short paragraph) how their life roles relate to the economy in each of the three age classifications: 0-5 years; 6-12 years; 13-18 years.

3. Suggested work outlines can be used to collect data for the sentences (see examples)

Source: Louis Cava
Janice Olson

P.I. No. 2.2.3

Title: YOUTH AND THE ECONOMY

Activity 3

Suggested Instructional Goal:

Given the opportunity to participate in an activity dealing with youth minority groups, the student will be able to, through writing, describe how his life roles have an affect on the economy during three different age spans.

Grade Level:

6-8

Subject Matter Area:

Language Arts, Economics

Time:

One or two 45-minute periods.

Number of Students:

Total class

Materials:

Three suggested report outline forms (see examples)

Procedures:

1. The teacher writes the six life roles on chalkboard: citizen, family, individual, producer, learner, and consumer.

2. The students write a sentence or two (or short paragraph) how their life roles relate to the economy in each of the three age classifications: 0-5 years; 6-12 years; 13-18 years.

3. Suggested work outlines can be used to collect data for the sentences (see examples)

Source: Louis Cava
Janice Olson

SUGGESTED CITIZEN REPORT OUTLINE SHEET

1. Between birth and age 5, I was in charge of these kinds of actions:

_____

_____

_____

2. Between age 6 and 12, I am in charge of these kinds of actions:

_____

_____

_____

3. Between ages 13 and 18, I am and probably will be in charge of these actions:

_____

_____

_____

SUGGESTED LEARNER REPORT OUTLINE SHEET

1. Between birth and age 5, I learned:

_____

_____

_____

2. Between ages 6 and 12, I learned:

_____

_____

_____

3. Between ages 13 and 18, I am learning and probably will learn these things:

_____

_____

_____

P.I. 2.2.3 ACTIVITY #3

SUGGESTED PRODUCER REPORT OUTLINE SHEET

1. Between birth and age 5, I produced the following items:

_____

_____

_____

2. Between age 6 and 12, I produced:

_____

_____

_____

3. From ages 13 to 18, I am and probably will be producing:

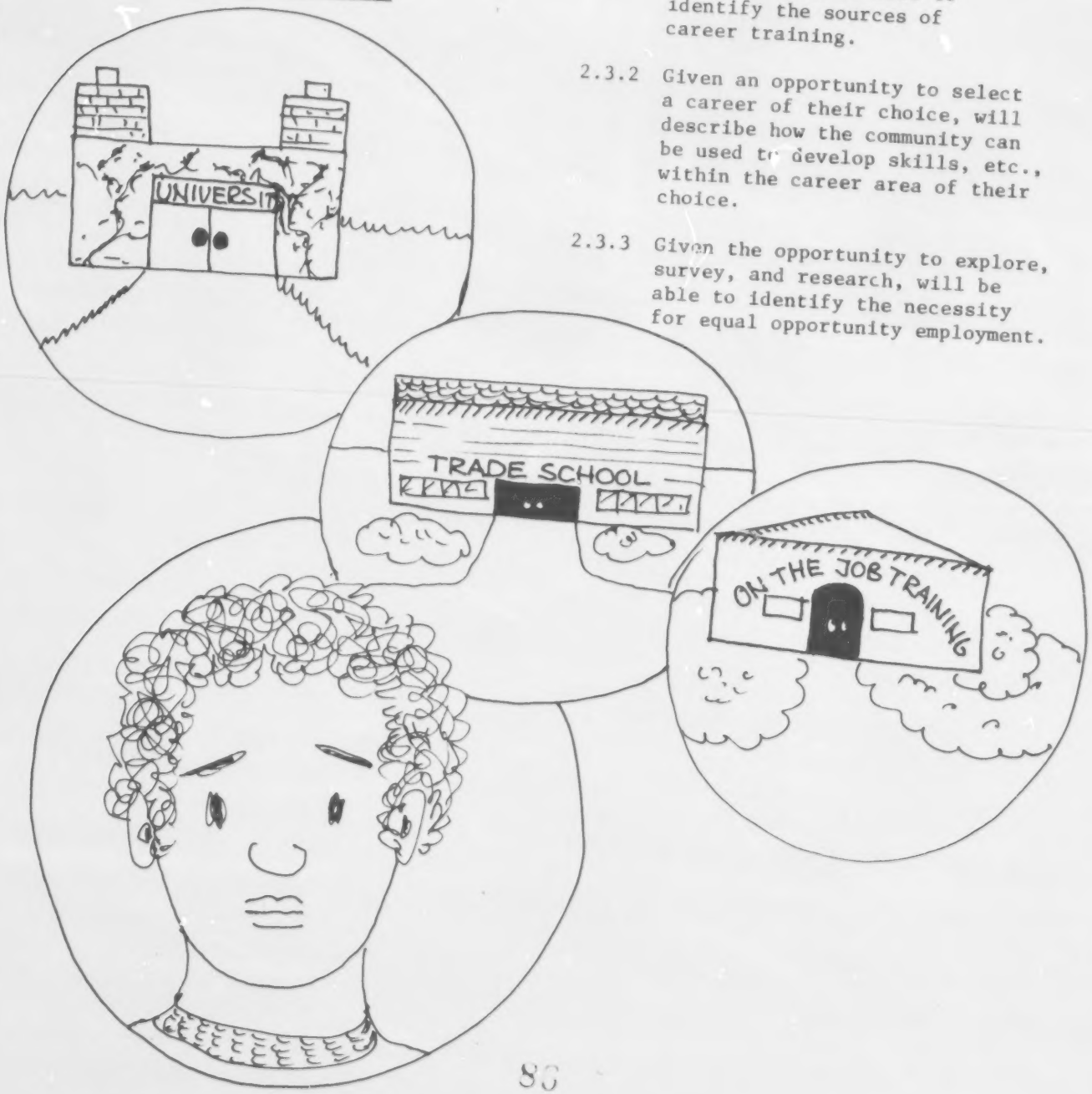
_____

_____

_____

Program Goal 2. Students will acquire knowledge about the world of work.

COURSE GOAL	SUGGESTED PERFORMANCE INDICATORS
The Student:	The Student:
2.3 Will be able to understand the community as a resource for career development.	2.3.1 Given an opportunity to explore, will be able to identify the sources of career training. 2.3.2 Given an opportunity to select a career of their choice, will describe how the community can be used to develop skills, etc., within the career area of their choice. 2.3.3 Given the opportunity to explore, survey, and research, will be able to identify the necessity for equal opportunity employment.



Program Goal 2

THE STUDENT WILL ACQUIRE KNOWLEDGE ABOUT THE WORLD OF WORK.

Course Goal 2.3

The student will be able to understand the community as a resource for career development.

Suggested Performance Indicator 2.3.1

Given the opportunity to explore, the student will be able to identify the sources of career training.

Description of Activities

1. Student Jobs in Schools (4-6)
   Students will become aware that training programs exist within their school.

2. Field Trip Work Observation (6-8)
   Students will be able to identify sources of training utilized by a specific set of jobs.

3. Community Training Sources (7-8)
   Students will become aware of the sources of training in the community.

P. I. No. 2.3.1

Title: STUDENT JOBS IN SCHOOLS

Activity 1

Suggested Instructional Goal:

Given the chance to discuss, the student will become aware that training programs exist within the school.

Grade Level:

4-6

Subject Matter Area:

Economics, Social Studies

Time:

One 45 minute class period.

Number of Students:

Total class

Materials:

None

Procedures:

Students will discuss:

1. The school organization.
2. What jobs are found within a school?
3. How many of those jobs have student helpers (office, cafeteria, custodian, other teachers)?
4. How the student helpers learned what to do.
5. How might the helpers utilize these skills at a later time?

Source: Sandra Ferrell

P.I. No. 2.3.1

Title: FIELD TRIP WORK OBSERVATION

Activity 2

Suggested Instructional Goal:

Given an opportunity for work observation, the student will be able to identify the sources of training utilized by a specific set of jobs.

Grade Level:

6-8

Subject Matter Area:

Social Studies, Language Arts, Economics

Time:

One 45 minute period for observation.
One 45 minute period for student reports.

Number of Students:

Total class, groups individuals

Materials:

None

Procedures:

1. Students will be given an opportunity for on site work observation (field trip).
2. They will list:
   a. Jobs at the observation site.
   b. Level of schooling/training required of the different jobs.
   c. Where to receive the schooling/training necessary for these jobs.
3. Upon returning to the classroom each student will report on the most frequently used resources for training at the particular observation site.

Source: Sandra Ferrell

P.I. No. 2.3.1

Title: COMMUNITY TRAINING SOURCES

Activity 3

Suggested Instructional Goal:

Given the time to research and interview, the student will become aware of sources of training in the community.

Grade Level:

7-8

Subject Matter Area:

Social Studies, Economics

Time:

Approximately two to five 45 minute periods.

Number of Students:

Total class

Materials:

Occupational Outlook Handbook (Career Information System)

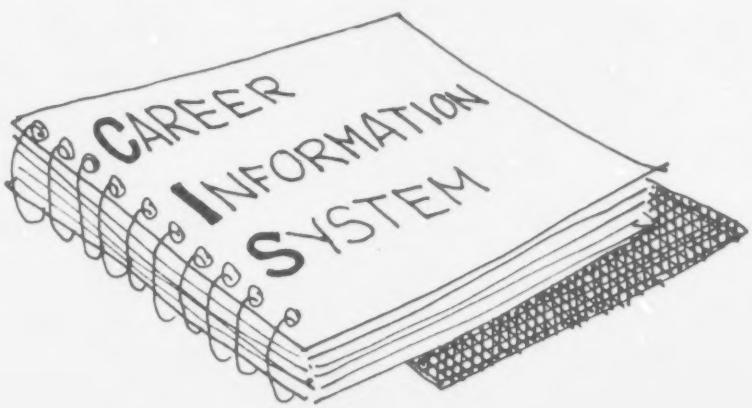
CIS Materials--Programs of Study and Training

Procedures:

Each student will:

1. Identify jobs in which he may be interested.
2. Research and/or interview people in his job choices.
3. Be able to identify local and state training resources in his choices. (Apprenticeship, on-the-job, high school, two years training or school, four plus years training or school, etc.)

Source: Sandra Ferrell



Program Goal 2

THE STUDENT WILL ACQUIRE KNOWLEDGE ABOUT THE WORLD OF WORK.

Course Goal 2.3

The student will be able to understand the community as a resource for career development.

Suggested Performance Indicator 2.3.2

Given an opportunity to select a career of his choice, the student will be able to describe how the community can be used to develop skills, etc., within the career area of his choice.

Description of Activities

1. Job Training Interview (4-8)
   Students will become aware of the many choices of job training by interviewing family, community, school.

2. Job Market Exploration (6-8)
   Students will discuss the training needed for jobs and where to receive that training.

3. High School Course Planning (7-8)
   Students will discover that school and other community resources can help them achieve their Career Goals.

P. I. No. 2.3.2

Title: JOB TRAINING INTER[illegible]EW

Activity 1

Suggested Instructional Goal:

Given an opportunity to interview community workers, the student will be able to participate in a class discussion identifying resources in the community that were used by the workers for job training.

Grade Level:	Subject Matter Area:	Time:
4-8	Language Arts, Social Studies	two 30-minutes sessions

Number of Students:	Materials:
Total Class	Interview form (see suggested form)

Procedures:

1. The students will interview (teacher determined number of) people within their family, school, and/or community. (See suggested interview form)
2. The students will identify the job title of the person interviewed, where and how he received training for his specific job, was it local, etc.
3. The students will use the information to develop a display. (See suggested display)
4. The class will discuss the information displayed. Did the people interviewed utilitze the local training opportunities?

Source: Sandra Ferrell

INTERVIEW FORM

What is your job title?

Where did you learn to do this job?

Is that local?

Job Title	Training											
	High School		On-The-Job		Appren-ticeship		2 Year School		4 + Years School		Other	
	Local		Local		Local		Local		Local			
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1.												
2.												
3.												
4.												
5.												
6.												
7.												
8.												
9.												
10.												
11.												
12.												
13.												

Possible method of display:

Jobs	Types of Training					
	high school	on-the-job	appren-ticeship	2 yr. school	4 yr. school	other
Waitress						
Teacher						
Banker						
Plumber						

A color keyed system may be developed to show locally received training.

P. I. No. 2.3.2

Title: JOB MARKET EXPLORATION

Activity 2

Suggested Instructional Goal:

Given the opportunity to explore the job market in general the student will be able to participate in a class discussion identifying the types of training for a specific job.

Grade Level:	Subject Matter Area:	Time:
6-8	Language Arts, Social Studies	One 45-minute class period.

Number of Students:	Materials:
Total class	None

Procedures:

1. The students will discuss job market in general--jobs available, jobs in which students are interested.
2. The students will discuss why nearly all jobs require training.
3. The students will choose a specific job and discover through discussion, the types of training needed for that job.
4. The students will research where a person interested in that job could receive training.

Source: Sandra Ferrell

P. I. No. 2.3.2

Title: HIGH SCHOOL COURSE PLANNING

Activity 3

Suggested Instructional Goal:

Given the opportunity to obtain background information related to personal skills, the student will be able to complete a tentative high school class schedule and list available community resources in order to meet a tentative career goal.

Grade Level:	Subject Matter Area:	Time:
7-8	Guidance	One 45-minute class period.

Number of Students:	Materials:
Total class	High school catalog

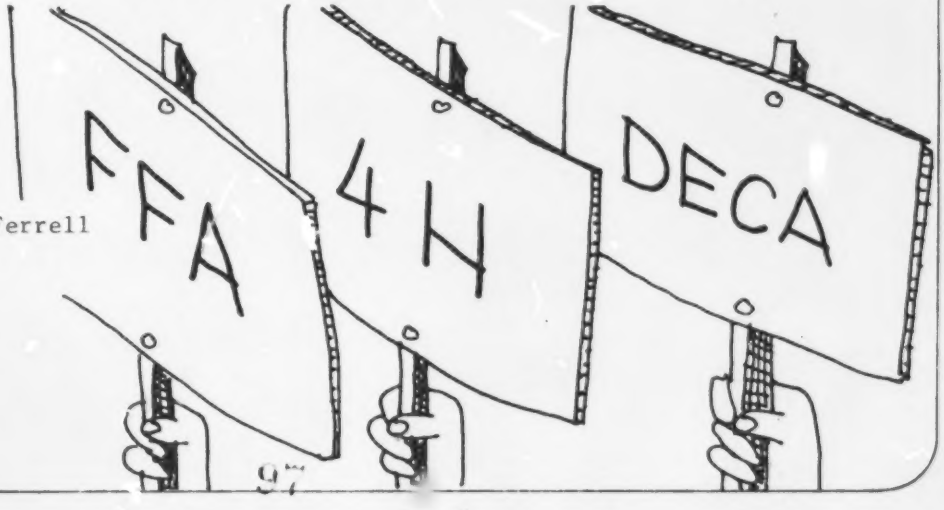
Procedures:

1. The students will identify a tentative career goal and discuss the qualities or abilities they may need to develop in order to meet that goal. (Leadership, speaking, writing, working well with others, following directions, etc.)

2. The students will list classes in school that help teach these skills.

3. The student will identify other sources: Toastmasters Club, Junior Achievement, FFA, 4H, DECA, interest clubs both in and out of school.

4. Each student will plan how he is going to utilize these resources to achieve his career goal, by writing a tentative schedule of high school classes and listing other community resources.



Source: Sandra Ferrell

Program Goal 2

THE STUDENT WILL ACQUIRE KNOWLEDGE ABOUT THE WORLD OF WORK.

Course Goal 2.3

The student will be able to understand the community as a resource for career development.

Suggested Performance Indicator 2.3.3

Given the opportunity to explore, survey, and research, the student will be able to identify the necessity for equal opportunity employment.

Description of Activities

1. Job Pictures (4-6)
   Students will place people in jobs, using outward appearances as their only clues.

2. Equal Employment for Men & Women (4-6)
   Students will discover that men and women work for the same reasons and are capable of doing the same jobs.

3. Job Qualifications (7-8)
   Students will research the qualifications and physical requirements for jobs and hire workers for each job from a list of prospective employees.

P. I. No. 2.3.3

Title: JOB PICTURES

Activity 1

Suggested Instructional Goal:

Given the opportunity to observe pictures of people working, the student will be able to state through discussion and writing, his impression of each picture by matching the picture with a job title and description.

Grade Level:

4

Subject Matter Area:

Language Arts

Time:

One 45-minute class period.

Number of Students:

Total class

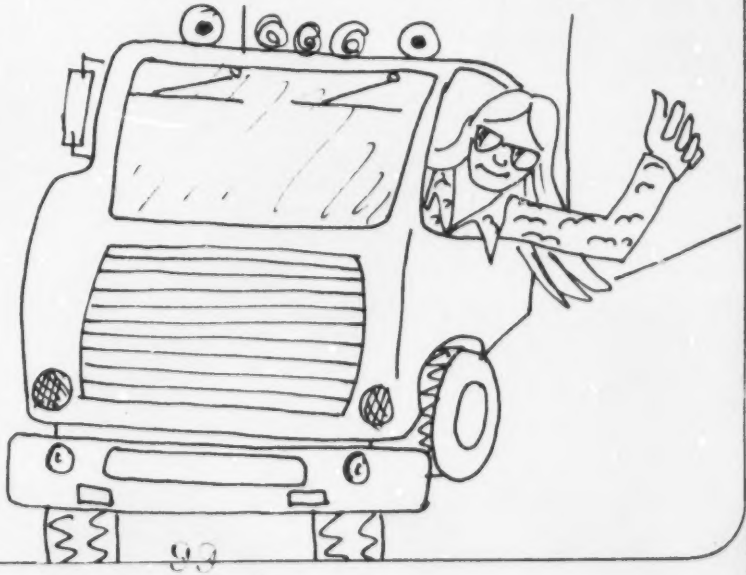
Materials:

Pictures of people working (may be obtained from magazines). 20-30 pictures.

Procedures:

1. Inspect pictures of people working that have been placed on a bulletin board.
2. Write on a piece of paper the job title they feel the worker has.
3. Write a brief job description of each person's possible job.
4. Share their perceptions of the people's jobs with the rest of the class.
5. Discuss if the job titles have a definite sexist bias; i.e., the women are nurses, teachers, secretaries; the men are doctors, lawyers, construction workers, etc.

Source: Unknown



P.I. No. 2.3.3

Title: EQUAL EMPLOYMENT FOR MEN & WOMEN

Activity 2

Suggested Instructional Goal:

Given the opportunity to discuss the working roles of men and women, the student will be able to discover that both men and women work for the same reasons and many are capable of doing the same jobs.

Grade Level:

4-6

Subject Matter Area:

Language Arts, Guidance

Time:

One 45-minute class period

Number of Students:

Total class

Materials:

None

Procedures:

1. The class will discuss working. Who has fathers who work? Mothers who work?

2. The class will discuss the following:

   a. Some mothers support their families--discuss factors: illness, injury, divorce, death, "house-husbands."

   b. Would it be fair to pay these mothers less because they are women?

   c. Would it be fair to pay them the same as men and pay the mothers who are not the sole support of families less?

   d. Discuss how people would feel if they received the same salary as others, but did more work.

   e. Discuss how people would feel if they did the same job as others, but received a smaller salary.

3. Students will list "men only" jobs and decide if they <u>really are.</u>

Source: Sandra Ferrell
Janice Olsen
John Young

P. I. No. 2.3.3

Title: JOB QUALIFICATIONS

Activity 3

Suggested Instructional Goal:

Given the chance for research into qualifications and physical requirements of 4 jobs, the student will be able to justify his reasons for hiring the person he feels is best qualified for each job.

Grade Level:

7-8

Subject Matter Area:

Language Arts

Time:

One or two 45 minute class periods

Number of Students:

Total class, group, individual

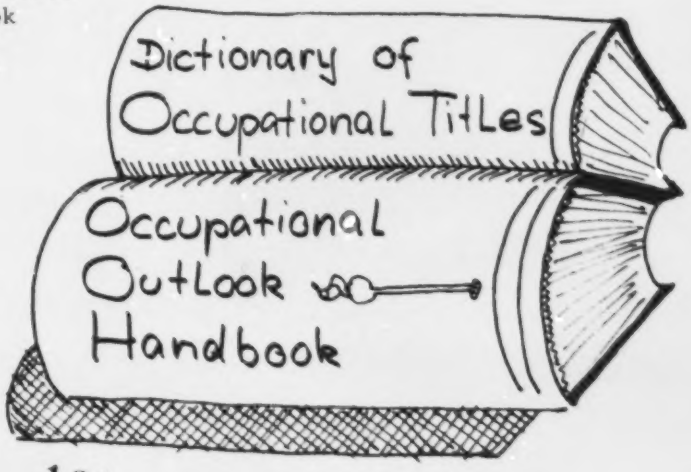
Materials:

Job list: 20-30 jobs (sample enclosed)
Prospective employees list (sample enclosed)
Dictionary of Occupational Titles
Occupational Outlook Handbook

Procedures:

1. The teacher will give the students a list of 20-30 jobs.
2. Each student will choose 4 jobs from the list and research in the DOT*, OOHB* qualifications and physical requirements for each job.
3. Each student will be given a list of prospective employees.
4. Using the prospective employee list, the student will hire people for each of the jobs he has researched.
5. The student will justify to the class why certain people were and were not hired for the jobs.

* Dictionary of Occupational Titles
Occupational Outlook Handbook



Source: Janice Olson
Sandra Ferrell
Sharon Hosford

DIFFERENT CAREERS LISTED

1. Fireman
2. Teacher
3. Model
4. Bus Driver
5. Clerk
6. Policeman
7. Doctor
8. Rock & Roll Music Group
9. News Reporter
10. Lawyer
11. Window Cleaner
12. Farmer
13. Sports-Player
14. Miner
15. Pilot
16. Accountant
17. Banker
18. Barber
19. Dentist
20. Construction Worker
21. Mechanic
22. Minister
23. Actor or Actress
24. Secretary
25. Governor
26. Veterinarian
27. Garbageman (Sanitary Worker)
28. Nurse
29. Stewardess
30. Writer
31. Inventor
32. Ranger
33. Stuntman
34. Architect
35. Cook

P.I. 2.3.3 ACTIVITY #3

PROSPECTIVE EMPLOYEES LIST

1. Married woman weighing 215 pounds
2. Sixteen year-old boy
3. Oriental man, 5'1"
4. Handicapped white woman
5. Chicano speaking only spanish
6. Illiterate white man, 30 years old
7. Thirty-five year-old white male
8. Deaf person
9. Blind person
10. Single women-weight 120-good figure
11. Mute person
12. Black person-college educated
13. Housewife - age 35
14. White woman - illiterate
15. Middle-aged man in wheel-chair
16. An alcoholic
17. Middle-aged man or older - war veteran
18. Single man - 250 lbs; 6'2"
19. A white man just out of college
20. Ex-convict
21. College educated - midget
22. An 18 year-old high school graduate
23. High school drop out

ACTIVITY ASSESSMENT

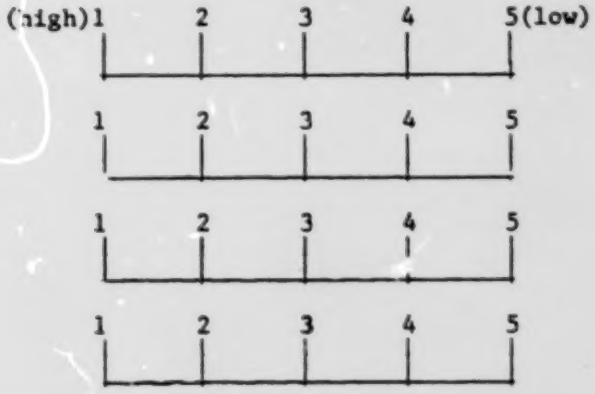
Date_____ Grade Level_____

Teacher_____

District (Name and Number)_____

School_____

P.I. and Activity # _____


(high) 1 2 3 4 5 (low)
Student response
1 2 3 4 5
Appropriateness to Grade level
1 2 3 4 5
Appropriateness of Activity Procedures
1 2 3 4 5
Appropriateness to student background

Suggestions_____

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_____

Send to: Dan Grimes, Oregon Department of Education, 942 Lancaster Drive, N.E., Salem, Oregon 97310

ACTIVITY ASSESSMENT

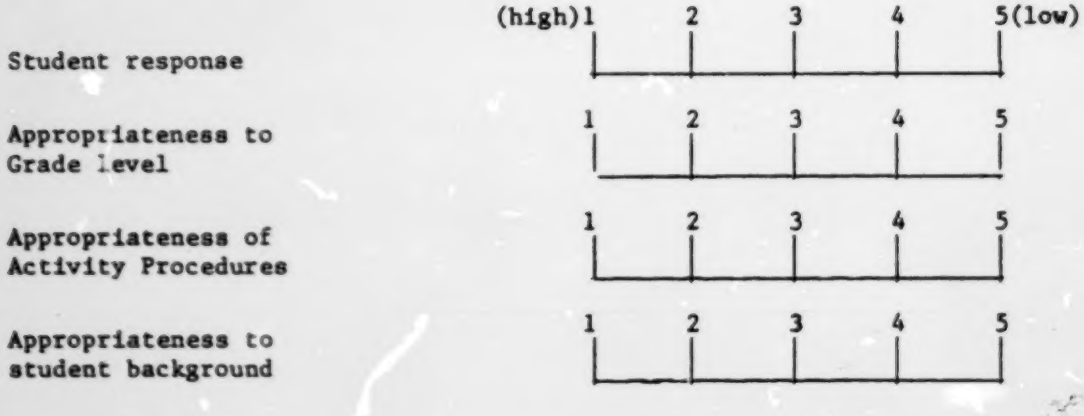
Date_____ Grade Level_____

Teacher_____

District (Name and Number)_____

School_____

P.I. and Activity # _____


(high) 1 2 3 4 5 (low)
Student response
Appropriateness to Grade level
Appropriateness of Activity Procedures
Appropriateness to student background

Suggestions_____

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_____

Send to: Dan Grimes, Oregon Department of Education, 942 Lancaster Drive, N.E., Salem, Oregon 97310

ACTIVITY ASSESSMENT

Date_____ Grade Level_____

Teacher_____

District (Name and Number)_____

School_____

P.I. and Activity # _____

	(high) 1	2	3	4	5 (low)
Student response					
Appropriateness to Grade level	1	2	3	4	5
Appropriateness of Activity Procedures	1	2	3	4	5
Appropriateness to student background	1	2	3	4	5

Suggestions_____

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Send to: Dan Grimes, Oregon Department of Education, 942 Lancaster Drive, N. E., Salem, Oregon 97310